**EXECUTIVE MEMO**

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[INSERT COMPLETE ADDRESS]

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TO: [INSERT RECIPIENT'S NAME]

FROM: [INSERT SENDER’S NAME]

SUBJECT: [INSERT MEMO SUBJECT TITLE]

[INSERT COMPLETE DATE]

**Executive Summary**

This memorandum shows the final assessment implication layout that is intended for [INSERT SCHOLARSHIP NAME] scholarship tasks and duties. The major objectives of the scholarship activity is to enhance enrollment process, resilience, secondary and vocational education attainment, and the most vital which is enhancing the youth’s labor market results that are living in the [INSERT PLACE]. The last assessment layout acknowledged under [INSERT DIFFERENT ORGANIZATIONS] are selective tasks of qualified candidates in order to achieve scholarships. The said methods will help designate scholarships in an unbiased and more timesaving manner, and serves [INSERT ORGANIZATION] major goal and objective when it comes to pursuing and performing extensive assessment impact. It will be on [INSERT COMPLETE DATE] that the scholarships will be randomized. Since it was essential to observe the dispersion of scholarships that [INSERT ORGANIZATION] and [INSERT ORGANIZATION] invested to every school and program for education, tasks that are randomly assigned is done only within schools and specific programs, this also leads to exceeding the demands of available scholarships. A grand total of [INSERT NUMBER] of students were designated in a random way to receive scholarships, and [INSERT NUMBER] were designated randomly for not receiving any scholarships. Right after the changes done by [INSERT ORGANIZATION] in [INSERT COMPLETE DATE] in response to possible contamination and issues regarding responsibilities, the concluding size of the sample that is intended for study was [INSERT NUMBER] students: [INSERT NUMBER] students are assigned casually to attain scholarships, and [INSERT NUMBER] students assigned to zero scholarship.

A. INTERVENTION DESCRIPTION

The said scholarship activity is focused on young adolescent people in [INSERT COUNTRY/STATE] who are in need of monetary assistance in order to aid their secondary school studies. The main objective of the scholarship is to boost number of enrollment, resilience, and secondary or vocational study completion, and improve labor results in the market. [INSERT ORGANIZATION] has acquired with the [INSERT ORGANIZATION/AGENCY] in conducting outreach programs, enhancing process of applications, and distribution of scholarships. For the [INSERT YEAR], [INSERT ORGANIZATION] plans to give awards to [INSERT NUMBER] scholarships across [INSERT NUMBER] chosen secondary schools in [INSERT NUMBER] various municipalities and [INSERT NUMBER] departments and agencies. Every scholarship receiver will obtain a monthly fund of [INSERT VALUE]. This is used to spend on food, books for school, transportation, school materials, and uniforms. All students will then meet constantly together with [INSERT ORGANIZATION] staff to evaluate monetary issues and other payments, as well as their development in school, and in resolving any struggles relevant to school or their scholarships. If in case a scholarship receiver fails to have a minimum passing grade of [INSERT VALUE] in all their subjects within a grading period, [INSERT ORGANIZATION] staff will require the student to sign a letter pledging to develop and improve grade performance. If again, a student fails a subject for the year, he or she could lose a scholarship.

Scholarships will be given during the first year of secondary school education and will generally be renewed for the next two years of secondary technical school, or the later year of standard secondary school. Nonetheless, it is highly likely that not all scholarship receivers in [INSERT GRADE LEVEL] is eligible in receiving a scholarship in [INSERT GRADE]. It is also an imperative that [INSERT ORGANIZATION 1] and [INSERT ORGANIZATION 2] obtain clear-cut criteria to distinguish students’ current qualifications for obtaining scholarships. Moreover, it needs to be distinguished regardless scholarships are antecedently assigned to students that are not qualified to renew in [INSERT GRADE] will be reassigned to other [INSERT GRADE] of if they will not be switched with another student. This will then have major effects in the future for the study layout.

B. MAJOR RESEARCH QUESTION

The major purpose of the assessment implication evaluation is to distinguish regardless or not [INSERT ORGANIZATION] scholarship receivers are better off than having no scholarship at all. Particularly, the assessment should provide answer to the question given: What is the implication of [INSERT ORGANIZATION]’s scholarship on receiver’s education and labor results.

C. ASSESSMENT DESIGN IMPACT

The most demanding assessment design impact available when it comes to distinguishing the feasibility of the scholarship activity is providing assignments randomly among a huge number of candidates that have met the program criteria for selection, this is applied to all qualified applicants. Assignments that are randomly given is logically useful and moral in cases of exceeding numbers of candidates for scholarships that are available. As we find out in [INSERT DATE], there were more candidates to the scholarship activity than scholarships made available for specific number of schools and programs designed for education. This exceeding number of subscribed candidates permitted us to continue with random tasks of scholarships among candidates who are qualified within the said school and program for education.

* Student Assignment Process

To help in promoting scholarships for the [INSERT YEAR] academic school year, [INSERT ORGANIZATION] staff met all [INSERT NUMBER] schools in primary level that constitute into the chosen [INSERT NUMBER] secondary schools. Scholarship applications were over between [INSERT COMPLETE DATE] and [INSERT COMPLETE DATE]. [INSERT ORGANIZATION] acquired [INSERT NUMBER] scholarship applications. These are reviewed by the said organization in order for them to evaluate if applicants were qualified. As per [INSERT ORGANIZATION]’s review, [INSERT NUMBER] hopeful candidates were determined qualified to obtain a scholarship. A total of [INSERT NUMBER] schools and educational programs were exceedingly subscribed. With a total number of [INSERT NUMBER] qualified candidates. In [INSERT DATE], [INSERT ORGANIZATION] sent [INSERT ORGANIZATION/AGENCY] a complete record of qualified candidates in every school and programs for education that had more qualified applicants than available scholarships. [INSERT ORGANIZATION/AGENCY] utilized this record in order to develop a specific computer program that aids in randomizing qualified candidates into three groups: [INSERT GROUP A], [INSERT GROUP B], and [INSERT GROUP C].

* Advantages of the Proposed Design

We highlight several features subscribed regarding the design as contrasted with secondary, less demanding, designs. Task designs that are randomly given or experimental designs are favored to designs in a quasi-experimental manner for the following reasons:

1. Random task is the ideal way to make certain that certain students who obtain the

Scholarship will be equal in all attributes to students who will not receive a scholarship.

2. When it comes to the exceeding number of subscription, providing tasks randomly is seen as a natural and just way in allocating resources available.

3. under random assignment, a simple comparison of average outcomes for students in

The intervention and control groups would give an unbiased estimate of the impact on

Key outcomes.

4. Ideal framework data is vital for analysis impact under designs that are non-experimental

But are not essential for assessment under random task designs.

D. OUTCOME INDICATORS AND DATA SOURCES

The result metrics for the impact evaluation depends on the accessibility and availability of information from administrative sources, application for scholarships, and accompanying surveys. The impact assessment will utilize student-level information in order to build result identifiers.

* Educational Outcomes from Administrative Data (MINED)

Assuming that the information in the application form can be integrated with organizational information for secondary level schools, we will build the enrollment and continuation results from organizational information. During every year of assessment, we will then ask for student-level enrollment and graduation information from [INSERT ORGANIZATION] for students in both the action and the control group. These information should contain the student’s name or some other distinct designators that permits us to connect and relate this information with the application form details. To enable the process, we will then send [INSERT ORGANIZATION] a searcher file with students in the study together their distinguishing information.

[INSERT NAME AND SIGNATURE]

[INSERT COMPLETE DATE]