



**SUMMITS**  
EDUCATION



# **SUMMITS EDUCATION**

## **FY19 ANNUAL REPORT**

### **AUGUST 2019**



## EXECUTIVE SUMMARY

### Overview

Summits Education believes education is the most promising path out of poverty. We invest in teachers, students and educational infrastructure to transform the world's most vulnerable communities. We believe that by educating a generation, we can change the trajectory of an entire country. To reach our goals, we work together with local communities, our partner organizations and government entities to implement a teacher-focused, child-centered approach to education that meets the needs of the whole child. We create environments in which every student is healthy; engaged in their own learning; academically challenged; supported by caring adults and educators; and ultimately prepared to flourish in secondary school and/or future vocational activities.

For the last year, we have engaged in two primary projects:

1. We have completed the final year of a pilot program supported by a Kellogg Foundation grant that implemented a Whole Child Approach (WCA) in 10 of our 40 schools to demonstrate its impact on student outcomes.
2. In collaboration with the University of Notre Dame, we have been implementing the Read Haiti literacy project to improve the skills of our 1st and 2nd grade students.

These programs enabled us to make significant progress in addressing the needs of the whole child and building our network to support positive outcomes for our 10,000 students.

The strategies used to implement these projects included:

- a) Upgrading school infrastructure and human resource capacity to provide all network students with access to preventive health services and healthy meals and snacks;
- b) Improving the capacity of teachers to actively engage students in learning through teacher training, school leadership training and content remediation;
- c) Increasing access to tools and spaces for learning by providing textbooks and expanding infrastructure to enable third cycle classes;
- d) Strengthening school councils and the Summits' partnership with the MENFP by consistently reporting on our progress to create a more supportive learning environment and improve overall school governance and community engagement.

### Program Activities

Throughout the year, we have continued to expand our efforts to achieve our specific goals by implementing a range of targeted activities designed to support the Whole Child Approach to teaching and learning. The following outlines essential programs in key areas:

#### Improved access to and quality of education

The WCA is based on a fundamental belief in the critical importance of a highly qualified and motivated teaching staff. We have therefore made significant investments in the Summits staff. The remarkable academic progress of our students is a testament to the value of this investment.

Training and retaining primary school teachers—We have focused on raising the skill levels of our teaching staff and supporting their ongoing efforts to continue their own education in instruction theory and practice. 303 members of Summits' teaching staff were certified, following 150 hours of training in the Teacher Professional Development Program. In addition, 40 principals and 40 community leaders took part in 250 hours of School Leader Professional Development. Summits supervisors received 221 hours of professional development training in how to coach and support the principals and teachers in their schools.

Ensuring quality preschool education—38 of our preschool teachers received 49 hours of training in early childhood learning and

effective approaches to prepare students for elementary school and, most importantly literacy preparedness. In addition, 10 preschools were equipped with appropriate furniture.

Promoting 100% literacy—When an assessment revealed surprisingly low literacy scores among our students, we organized our curriculum to include time for non-readers to consolidate their basic literacy skills. The EGRA test administered at the end of June 2019 showed remarkable improvements among the Summits network students, in particular, as a result of our dedication to taking the measures necessary to support all our students, leaving none behind.

Attendance targets—In order to maintain the highest quality of education delivered in our network, our focus has shifted from numbers of students enrolled to tracking student and teacher attendance. Student rates have remained stable above 80% while teachers' attendance is consistently above 90% in spite of a socio-political situation that made school attendance challenging throughout the year. We are now turning our attention to devising solutions to address the real challenges to attendance caused by the realities of a child's life in rural Haiti.

### **An enabling environment for learning**

Summits works with strategic partners to ensure that our students are free to learn in a space where they are healthy and protected.

Keeping students healthy—We have implemented regular school nurse visits at our 10 model schools and undertook an ambitious campaign to detect and treat ringworm, resulting in the detection of 1,628 cases. Our feeding programs were an overwhelming success, providing a daily meal to over 10,000 students, more than twice the number originally targeted.

Improving school infrastructure—26 of our 40 schools have a proper infrastructure with two more under construction with the help of Digicel Foundation and a Greenwich, CT community.

### **Improved school management and overall education system governance**

Summits works in close collaboration with both the MENFP and the MSN to provide leadership, share strategy and best practices, and help pilot innovative practices when appropriate. While school councils have been established in all 40 Summits network schools, many require attention to improve governance. Accordingly, we will be providing leadership training to the principals and organizing awareness events about school councils and their function and importance for the communities in which we operate.

### **Providing critical learning supports**

Increasing access to textbooks and supplies—Summits purchased over 26,000 textbooks and teacher's guides this year to support our 10 model schools. In addition, we've created both a lending library for students and teachers, and a pedagogical library for teachers and supervisors.

Increasing access to secondary education—To encourage students' continuing education through 9th grade, 30 new classrooms were built, enabling students to access higher grades in their communities and provide families additional time to plan for potential travel to bigger cities for extended studies.

Scholarship program—Through a collaboration with Zanmi Lasante, Schwab Charitable, Holy Trinity and individual donors, Summits has been able to provide scholarships to 369 students this year.

### **Collaboration**

Summits works with a wide range of like-mission strategic partners to help further our mission in supporting the whole child. These include:

- MENFP
- Model School Network
- University of Notre Dame
- Accesso
- Caris Foundation
- L'imag'Histoires
- Mary's Meals
- Zanmi Lasante
- TOMS

## Operations

Office space—Since 2017, Summits Education has been located in CALUSA, a campus located in Haut Lédier, Mirebalais. Our storage system is container based and expanding according to the needs of specific projects and programs.

Communications platform—Summits has a CUG with Digicel to facilitate communication among leadership. An evaluation is currently underway to ascertain whether staff needs are being adequately met and comparisons with other services are ongoing. While Internet connection remains a challenge, we are serviced by the best company in Haiti.

Human resources & payroll—Most payroll functions are accomplished electronically with personnel files on all staff maintained and protected. The Human Resource Manual, available to all, is updated annually.

Meetings & procedures—Summits senior staff meet bi-weekly, followed by a team meeting with all department staff. Staff are asked to maintain monthly reports of their activities for evaluation reference.

Transport—All vehicles are supervised by our Chief of Transport who dispatches drivers and oversees maintenance and repairs.

Monitoring & evaluation / IT management—An M&E consultant was hired to create and oversee our intranet and help in our monitoring and evaluation processes. We are currently working to evaluate our equipment upgrade needs and priorities.

## Development

Summits Education is committed to continuing to accompany our network of 40 schools for many years to come, as we are aware that the current challenges within Haiti's education system will not be resolved overnight. We believe that our demonstrated success will attract additional partners, collaborators and supporters as we become a replicable model for other school networks across the country. We recognize the need for a robust Development Strategy that will help maintain our work over the long term and lead to self-sustainability. We have identified four main pillars of support:

- Individual donors, community organizations, religious groups
- Foundations, philanthropic organizations
- Partner organizations
- Entrepreneurial initiatives

## Key Priorities for FY 2020

The improved outcomes we have witnessed in our students over the course of this project encourage us to continue to move forward in strengthening the Whole Child Approach and further supporting its strong implementation throughout our entire network of 40 schools. We are equally enthusiastic about expanding our efforts to seek and create innovative solutions to the unique challenges of providing quality education to the children of Haiti.

Professional Development—All employees in all departments have expressed the need to receive ongoing training and participate in conferences in their specific fields. Summits would like to continue to invest in its staff's professional development to reinforce its team capacities and contribute to the organization's growth.

Program plans—We will expand our partnership with Mary's Meals to serve all schools and will increase nursing staff to ensure weekly access to healthcare in all network schools. In addition, we will continue to provide ongoing teacher training, especially to those identified by supervisors as in need of specific remediation. Supervisors will also continue to hone their skills and expertise in coaching and training the teachers and principals under their management as well as those outside the Summits network. We will direct increased attention toward our school councils to improve school governance and community engagement so that all feel a stake in the life of our schools. Finally, while continuing to hone and improve our successful literacy programming, we will expand our focus to include math and writing curricula to address weaknesses that have been identified through assessments and evaluations.

In addition to testing the efficacy of the Whole Child Approach to education, we are looking to design solutions that address the distinct challenges to the delivery of quality education in Haiti. One of which is a Community Education Advocate program which would empower community members to support school leadership in delivering education to children who may unwillingly need to miss one or more school days.

We are likewise concerned with what happens to students who complete the 6th grade. Whether it is a shift to a vocational path or

higher-level education, we feel a responsibility to support and prepare students to navigate this transition for future success. We will therefore continue our expansion of additional classrooms to accommodate grades 6-9 at our existing schools, but also begin conducting due diligence and viability studies to understand the efficacy and benefits of founding of a Summits Academy that would provide access to secondary level education beyond the 9th grade. Parallel efforts will be directed toward exploring the potential for a Summits community farm that would both serve the Central Plateau communities as well as provide vocational and entrepreneurial training opportunities for Summits students.

We aim above all to continue to strengthen and grow our program, expanding initiatives with a proven record of success, and testing and scaling innovations with potential for transformative impact.

## Conclusion

This year saw Summits Education through perhaps its strongest growth year to date. In all facets of our program we have witnessed improvements, successes and positive changes that are the result of the dedication of our leadership, teaching staff, students, families, communities and breadth of supporters and partners. We are uplifted by our students' ambitions and accomplishments that prove what is possible with the support of a quality education.

As we move forward, our continued growth and development will be informed by the insights of our teachers, community leaders and partners. We appreciate the opportunity this report gives us to reflect on our work and consider how to improve it for the benefit of our students. Our findings demonstrate that our work has made a positive impact on the children and communities of Haiti's Central Plateau and we are inspired to continue our efforts to seek solutions for the seemingly intractable challenges to providing the highest quality education that every child in Haiti deserves.



## 1. INTRODUCTION



Summits Education believes education is the most promising path out of poverty. By educating a generation, we can change the trajectory of an entire country. We work with local communities, our partner organizations and governmental entities to implement a teacher-focused approach to education that meets the needs of the whole child, creating environments in which every student is healthy; engaged in their own learning; academically challenged; supported by caring adults and educators; and ultimately prepared to flourish in secondary school and/or future vocational activities.

This report provides a summary of Summits Education’s significant accomplishments throughout August 2018 to July 2019.

## 2. ACTIVITIES



### WHOLE CHILD APPROACH (WCA)

Partner: Kellogg Foundation  
June 2017 — August 2019

*Piloted in 10 schools within our 40-school network to assess impact on students’ outcomes.*



### READ HAITI LITERACY PROJECT

Partner: University of Notre Dame  
July 2017 — June 2020

*Improve Creole and French reading skills of 1<sup>st</sup> and 2<sup>nd</sup> grade students.*



Improving the capacity of teachers through teacher training, school leadership training and content remediation



Increasing access to tools and spaces for learning by providing textbooks and expanding infrastructure to enable third cycle classes



Upgrading infrastructure and human resource capacity to provide network students with access to preventive health services and healthy meals



Strengthening school councils and our partnership with the MENFP by reporting on progress to create a supportive learning environment, improve school governance and community engagement

**Results:** significant progress in addressing the needs of the whole child that positively impact the learning outcomes of our 10,000 students.



## 2.1 — Improved Access to and Quality of Instruction

### Training and retaining primary school teachers

The WCA is based in a fundamental belief in the critical importance of a highly qualified and motivated teaching staff. We have therefore made significant investments in the Summits staff. The remarkable academic progress of our students is a testament to the value of this investment.

At the beginning of the school year, we convened with school principals and community leaders to discuss their successes and challenges, and share solutions, best practices and goals for the coming year.



### DURING THIS SCHOOL YEAR:

**221**

Hours of professional development training received by our Supervisors to coach and support principals and teachers\*

**98**

Hours of training delivered to principals on school leadership and improving teaching and learning

**68**

Hours of training received by teachers of grades 1 — 3 on proper implementation of the literacy project and instructional practices

### THE RESULTS:

**99%** of the students evaluated at the end of the school year reported that they could hear their teacher well in class and, perhaps most importantly, liked their class. In **only 1.4%** of classes observed were students inactive, demonstrating that the vast majority of Summits students feel comfortable and assertive in their classrooms and have developed a cooperative and productive relationship with their teachers.

This initiative was meant to not only disseminate information across our network, but also empower Summits educators to actively participate in a leadership role.

As part of a larger joint financial sustainability strategy, Summits is continuing to work with InnovEd to plan the next phase of educator development which will focus on the reinforcement of the Supervisors' skills and capacities so that they can be advocates/trainers of the WCA and able to train and coach teachers from the Summits network as well as educators from schools outside our network.

\*This training has also contributed to the University of Notre Dame-led *Read Haiti* project that aims to improve the literacy rate of first and second graders.



## Ensuring quality preschool education



All 38 of our preschool teachers received 49 hours of training in early childhood learning and effective approaches to prepare students for elementary school and, most importantly, literacy preparedness. These teachers continue to be monitored and coached as they implement the program.

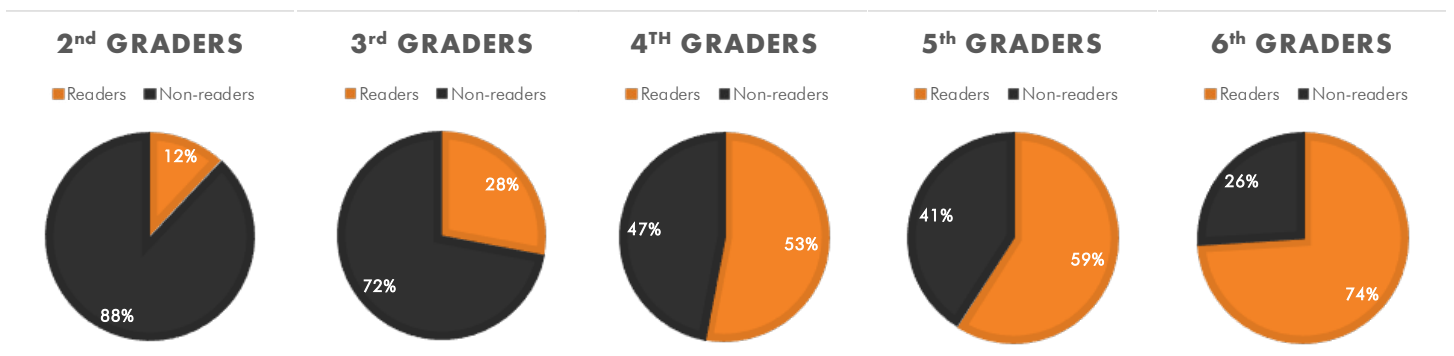
As planned, 10 preschools were equipped with appropriate preschool furniture (small tables and chairs) with the intention to continue to expand until all classrooms are similarly furnished.

## Promoting 100% literacy

While implementing the *Read Haiti* project, school directors and teachers expressed concerns for 2<sup>nd</sup> graders who were unable to recognize most of the alphabet. The Summits educational consultant worked with supervisors, teachers, and directors to develop a quick and reliable literacy baseline assessment for students in 2<sup>nd</sup> — 6<sup>th</sup> grade. Three of the most competent teachers from each school were trained to administer the test in December of 2017.



Results revealed:

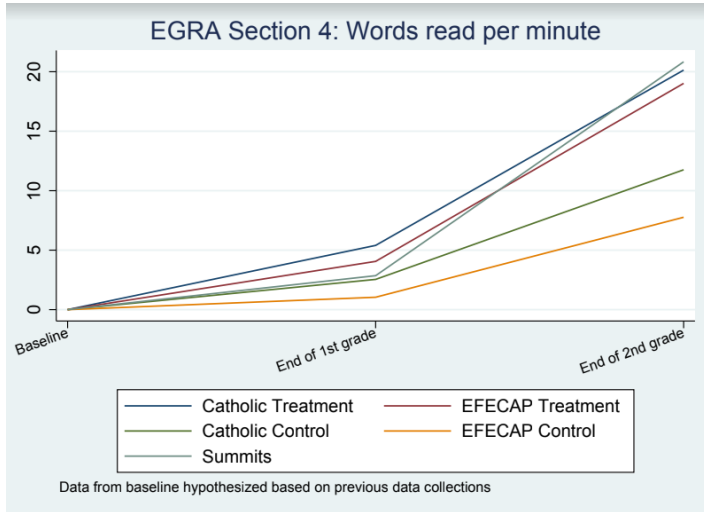


After the assessment, Summits decided to allocate time for non-readers to consolidate their basic literacy competency. Skilled teachers in each school worked with non-readers every day for a set amount of time, while other students read classrooms library books. Between December 2017 and June 2018, 1,847 more students in grades 2 — 6 demonstrated proficiency in decoding / basic reading. While students can be expected, through maturation and ongoing classroom learning, to make progress in reading under normal circumstances, the dramatic improvements in the upper grades (as shown below) suggest powerful learning gains due to the overall efforts of Summits Education (i.e. teacher training, material provision, remediation activities, meals, etc.) that were previously absent in their schools.





Though we will continue to support the students who lag behind, we will expand our focus to include writing and math competencies starting in September 2019 to address the weaknesses identified in those areas and in other MSN networks.



The EGRA test administered at the end of June 2019 in Haiti reveals major improvements in the Summits network in some of the most critical areas evaluated. As seen on the table, Summits students led the other networks in number of words read per minute. Another notable achievement was the relatively low number of students failing in reading, compared to the other networks implementing the program. We believe this is the result of our dedication to taking the measures necessary to achieve our goal in supporting all our students and leaving none behind.

### Attendance targets

Early on, Summits Education made the difficult decision to provide more individualized support to students by limiting the number of students in the classrooms and discontinuing rolling enrollment throughout the school year. This was necessary due to the lack of qualified teachers in the remote areas we serve and to the financial burden we would incur to staff and to provide materials for additional classrooms and feed additional students. We continue to believe this approach allows us to provide a higher quality education and to hone innovative practices which would not be possible had we not taken the steps to limit student numbers. Our focus has shifted from numbers of students enrolled to tracking student and teacher attendance, which will help in monitoring retention and completion rates moving forward.



For the past two years, student attendance rates have steadily remained above 80% while teachers' attendance is consistently above 90% in spite of a socio-political situation that made school attendance challenging throughout the year.

We are not satisfied with our students' attendance rate but recognize that any significant increase is challenged by the realities of a child's life in rural Haiti. Family responsibilities, sickness, market and farm duties, and child-care are among the many legitimate reasons a student may have to miss school. Based on our findings and considerable thought about this challenge, we are now turning our attention to devising solutions. Among the most promising is a Community Education Advocate program which would train community members to

provide interim support to students who miss multiple school days, serving to keep individual students on track and alleviate the need for teachers to review unnecessarily, impeding the progress of an entire classroom, in order to accommodate absenteeism.

## 2.2 — An Enabling Environment for Learning

### Keeping students healthy



Two years ago, there were no systematic or regular health interventions in our schools. We set a goal of 3 visits per month in each of our 10 Model Schools and were able to facilitate 93% of these targeted visits in spite of challenging socio-political circumstances which made travel to our schools difficult. In addition, an ambitious campaign to detect and treat ringworm resulted in the detection of 1,628 cases.

Our nutrition and feeding programs proved to be an overwhelming success. We were able to provide a daily meal to over 10,000 students, more than twice the number

originally targeted, in collaboration with several partners including Mary's Meals who serves 27 of our 40 schools.

In addition, we were able to build all 10 planned school kitchen facilities, which further enable the delivery of hot and nutritious meals to our students.

### Improving school infrastructure

26 out of 40 schools have a proper infrastructure but 14 are in need of a new building. There is also a necessity to address ongoing maintenance of the schools' infrastructures because the required resources are greater than the capability of the schools. This year, with the help of the Digicel Foundation, one of our best performing schools will be built and construction at St. Marc will be supported by a community in Greenwich, CT. We will then have 12 schools left to be built in order to reach our goal of having all schools with an appropriate infrastructure.





## 2.3 — Improved school management and overall education system governance

### School councils

School councils have been established in all 40 Summits network schools and 88% report being active. However, systematic progress of school council regular meetings and supportive activities need to be tracked to be evaluated properly. Summits supervisors acknowledged most school councils need reinforcement and structure to improve governance. Accordingly, we will be providing leadership training to the principals and organizing awareness events about school councils and their function and importance for the communities in which we operate.



### Partnership with MENFP and MSN

Summits Education maintains constant communication with the MENFP and Center Department Education Directorate on its progress. During the school year, Summits has:

- Shared with the MENFP its strategy and ongoing progress in the fight against illiteracy. A final report will be forthcoming and shared;
- Begun to pilot the revised MENFP preschool curriculum in Summits schools with a specific focus on literacy preparedness;
- Invited the Minister to the inauguration of our pedagogical library during the spring of 2018. Two representatives as well as other officials for the Departmental Direction attended.



Since the MSN inception, Summits has actively participated in MSN meetings and provided leadership as our Program Director serves as the MSN’s Board President. The MSN is now working on developing its strategic plan and Summits Education continues to be part of the leadership driving this crucial phase that will produce a blueprint to continue to work towards our goals.

## 2.4 — Providing critical learning supports



Increasing access to textbooks and supplies

Summits purchased 26,308 textbooks and teacher’s guides for students and teachers in the 10 model schools, though insufficient funds prevented us from acquiring all the books and materials needed for every student in our network. We have begun to address this challenge through the creation of a lending library and the development of a borrowing system that will ensure textbooks are safeguarded and available for reuse as we grow our archive of resources.

In partnership with L’imag’ Histoires and Partners in Literacy Haiti (PILH) we created a pedagogical library for teachers and supervisors on the Summits Campus which is also serving as a central library and training center for the school network. 2800 books were distributed in schools. Library activities were developed for each school and grade and implemented in the schools to enhance the knowledge of students and allow teachers to enrich their courses.



Increasing access to secondary education

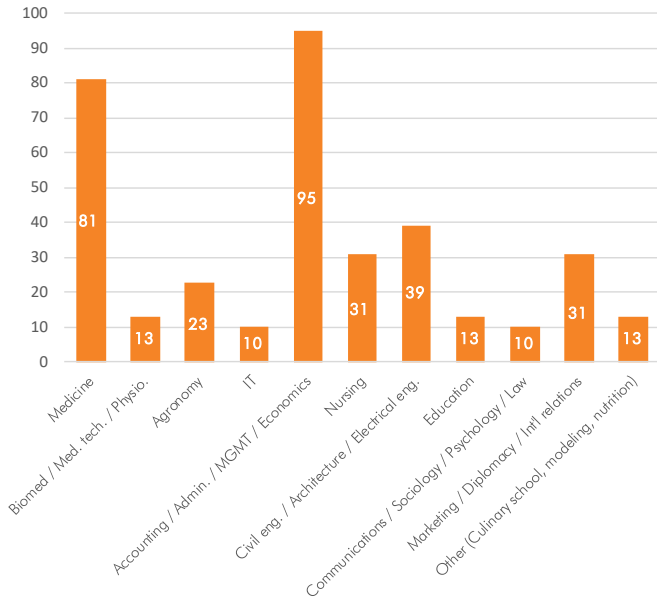
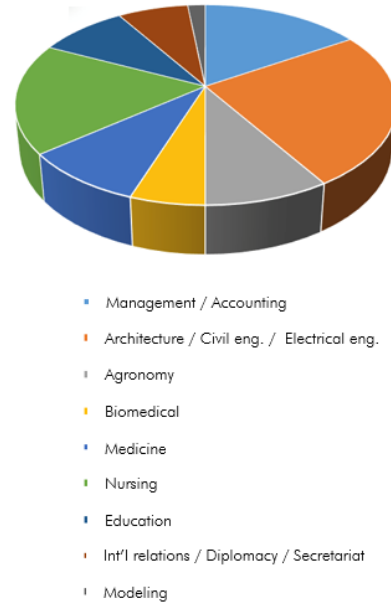
As students’ capacities for learning grow, we want to ensure that we can accommodate their ongoing education. According to a 2008 UNICEF report, 60% of Haitian students will abandon school before sixth grade. To encourage students’ continuity through 9th grade, 30 classrooms were built through this project (3 classrooms in each of 10 schools.) The extra space will enable students to access higher grades in their communities and provide families an additional 3 years to plan for their children travel to a bigger city if they seek to further their studies.



Scholarships program

Through a collaboration with Zanmi Lasante, Schwab Charitable, Holy Trinity and other individual donors, Summits Education is able to provide scholarships to students to complete their secondary schooling and university degree. The chart below represents the diverse range of fields in which are students pursue studies. 369 students have been supported during the Fiscal Year 2019 and 56 have graduated from University. We are working on reinforcing the regulations and admission processes of this program since the demands are increasing every day and tighter selection procedures are needed.




**Students by Field of Study**

**Graduating Students' Field of Study**


## 2.5 — Collaborations

- **MENFP:** Summits Education maintained constant communication with the MENFP and Center Department Education Directorate on its activities and progress.
- **The Model School Network:** Since the MSN's inception, Summits has actively participated in its meetings and provided leadership, as our Program Director serves as the MSN's Board President. The MSN is now working on developing its strategic plan and Summits continues to be part of the leadership driving the crucial phase that will produce a blueprint to continue to work towards our goals. Being part of the MSN has increased Summits' visibility and helped foster several impactful relationships. The MSN has been a valuable partner and guide.
- **University of Notre Dame:** UND has helped us increase the literacy skills of our students through the implementation of the *Map Li* program. It has also supported us in adapting the materials and activities to our particular reality, thus addressing our most elemental needs.
- **Accesso:** Accesso provided 300 seedlings in May to distribute to the schools while teaching students about their role in protecting the environment.
- **Caris Foundation:** The Foundation is collaborating with Summits to provide health education training. Training has been provided at the beginning of each school year and students evaluated using pre- and post-tests.
- **L'imag' Histoires:** In collaboration with Partners in Literacy Haiti (PILH), L'imag' Histoires has helped create a pedagogical library for teachers and





supervisors on the Summits Campus. The library will also serve as a central library and training center for the school network. In addition, it has supported the creation of 20 school libraries by providing books and supplies to promote reading.

- **Mary's Meals:** Mary's Meals has supported school feeding programs that provide one daily meal to 6,140 students since February 2018 thus keeping students healthy and engaged at school.
- **Zanmi Lasante:** ZL has supported our health initiatives from our earliest days. Deworming in all the schools was made possible through their logistical and personnel support as well as through the medications, materials, and supplies provided to successfully complete the campaign.
- **TOMS:** TOMS has provided three pairs of shoes per year to approximately 10,000 children which serves to reduce student discrimination, alleviate the financial burden on the parents and limit the transmission of soil transmitted disease thus improving educational access to many of our most vulnerable students.

### 3. DEVELOPMENT

Summits Education is committed to continuing to accompany our network of 40 schools for many years to come, as we are aware that the current challenges in Haiti's education system will not be resolved overnight. We believe that our demonstrated success will attract additional partners, collaborators, and supporters as we become a replicable model for other school networks across the country. We recognize the need for a robust Development Strategy that will help maintain our work over the long term and lead to self-sustainability. We have identified four main pillars of support:

#### Individual donors, community organizations, religious groups

Summits has been fortunate to have nurtured a supportive community of donors who have provided one of our chief means of support. With programs aimed at this audience, such as our new Sponsor-a-School program we look forward to renewed relationships and continued growth of this constituency.

#### Foundations, philanthropic organizations

The W.K Kellogg Foundation serves as a model partnership for us and we seek to expand our connections with other like-mission foundations and organizations with whom we can partner for mutual benefit. Accordingly, we have created a comprehensive prospect book and are dedicating staff to cultivating these kinds of relationships.

#### Partner organizations

Summits has enjoyed many successful partnerships with organizations ranging from Mary's Meals to Zanmi Lasante and has developed a good sense of how to collaborate with organizations for authentic mutual benefit. We are grateful for the contribution these relationships make to our work and will continue to seek strategic partnerships that can alleviate a financial or resource burden, while also benefitting our work.

#### Entrepreneurial initiatives

We have just begun to explore how we might exploit Summits' existing resources to create a consistent revenue stream. This year we initiated a program in which our supervisors provided training to educators outside the Summits network for a fee. We will look into how this program might be refined and/or expanded for maximum benefit. In addition, at the suggestion of our Kellogg Foundation program officer, Alix Cantave, we are thinking about best uses for a significant tract of Summits land that could be the eventual site of a working community farm.

## 4. KEY PRIORITIES FOR FY 2020

### 4.1 — Professional development

All employees in all departments have expressed the need to receive ongoing training and participate in conferences in their specific field. Summits would like to invest in its staff's professional development to reinforce its team capacities and contribute to the organization's growth.

### 4.2 — Program plans

The improved outcomes we have witnessed in our students over the last year encourage us to continue to move forward in strengthening the Whole Child Approach and further supporting its strong implementation throughout our entire network of 40 schools. We are equally enthusiastic about expanding our efforts to seek and create innovative solutions to the unique challenges of providing quality education to the children of Haiti.

We will expand our partnership with **Mary's Meals** to serve all schools and will increase **nursing staff** to ensure weekly access to healthcare in all network schools. In addition, we will continue to provide ongoing **teacher training**, especially to those identified by supervisors as in need of specific remediation. Supervisors will also continue to hone their skills and expertise in coaching and training the teachers and principals under their management as well as those outside the Summits network. We will direct increased attention toward our **school councils** to improve school governance and community engagement so that all feel a stake in the life of our schools. Finally, while continuing to hone and improve our successful literacy programming, we will expand our focus to include **math and writing curricula** to address weaknesses that have been identified through assessments and evaluations.

In addition to testing the efficacy of the Whole Child Approach to education, we are looking to design solutions that address the distinct challenges to the delivery of quality education in Haiti. One of which is a **Community Education Advocate program** which would empower community members to support school leadership in delivering education to children who may unwillingly need to miss one or more school days.

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We aim above all to continue to strengthen and grow our program, expanding initiatives with a proven record of success, and testing and scaling innovations with potential for transformative impact.

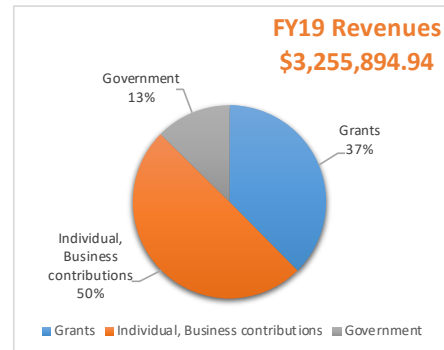


## 5. FINANCES



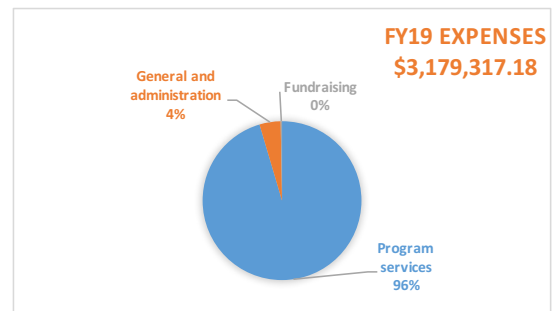
### FY19 Revenues

Grants	\$ 1,223,713.13
Individual, Business contributions	\$ 1,620,153.24
Government	\$ 412,028.57
<b>Total Revenues</b>	<b>\$ 3,255,894.94</b>



### FY19 EXPENSES

Program services	\$ 3,033,844.22
General and administration	\$ 136,484.96
Fundraising	\$ 8,988.00
<b>Total expenses</b>	<b>\$ 3,179,317.18</b>

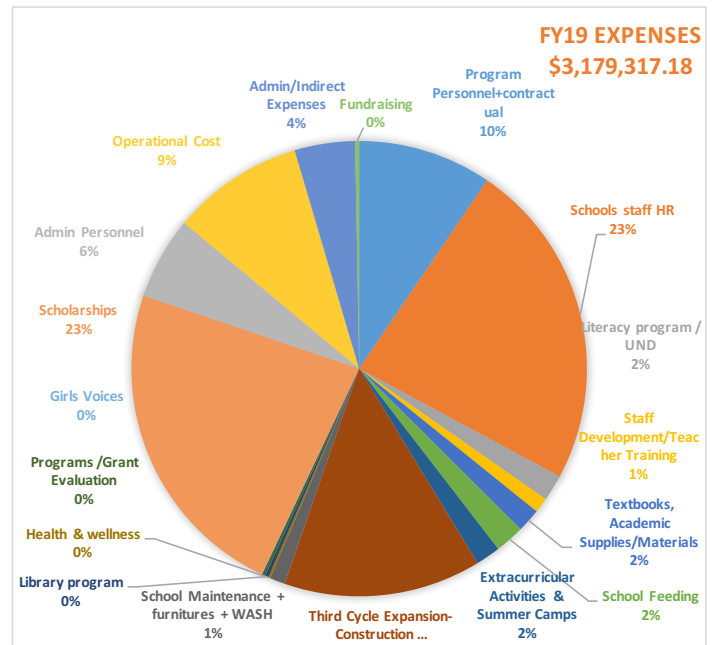


### Net Income

**\$ 76,577.76**

### FY19 EXPENSES

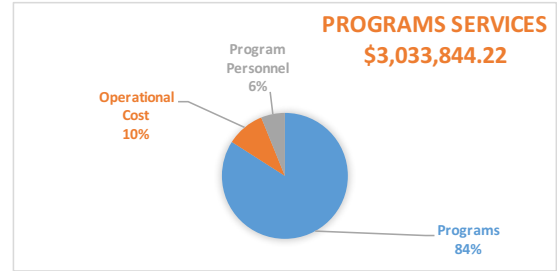
Program Personnel+contractual	\$ 302,142.59
Schools staff HR	\$ 742,535.77
Literacy program / UND	\$ 59,294.79
Staff Development/Teacher Training	\$ 33,708.30
Textbooks, Academic Supplies/Materials	\$ 53,262.24
School Feeding	\$ 66,312.56
Extracurricular Activities & Summer Camps	\$ 55,688.01
Third Cycle Expansion-Construction	\$ 445,567.40
School Maintenance + furnitures + WASH	\$ 34,123.79
Health & wellness	\$ 4,901.71
Library program	\$ 7,824.05
Programs /Grant Evaluation	\$ 7,550.82
Girls Voices	\$ 1,200.00
Scholarships	\$ 735,833.55
Admin Personnel	\$ 185,834.23
Operational Cost	\$ 298,064.42
Admin/Indirect Expenses	\$ 136,484.96
Fundraising	\$ 8,988.00
<b>SUBTOTAL</b>	<b>\$ 3,179,317.18</b>



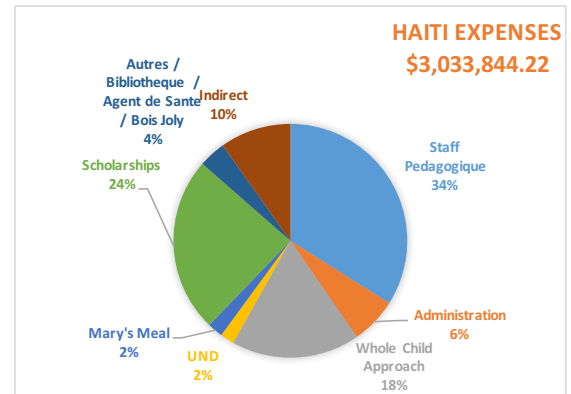



**FY19 PROGRAM SERVICES EXPENSES**

Programs	\$2,549,945.57
Operational Cost	\$ 298,064.42
Program Personnel	\$ 185,834.23
<b>Total program services expenses</b>	<b>\$ 3,033,844.22</b>


**FY19 EXPENSES BY PROGRAM**

Staff Pedagogique HR	\$ 1,030,067.08
Administration + Program HR	\$ 195,157.52
	<b>\$ 1,225,224.59</b>
Whole Child Approach / Kellogg Foundation	\$ 538,132.45
Read Haiti / UND	\$ 59,000.64
School Feeding/ Mary's Meal	\$ 64,597.06
Scholarships	\$ 735,833.55
Other interventions: Library / Health & Nutrition etc.	\$ 112,991.51
	<b>\$ 1,510,555.21</b>
Indirect	\$ 298,064.42
	<b>\$ 298,064.42</b>
	<b>\$ 3,033,844.22</b>





## 6. CONCLUSION

This year saw Summits Education through perhaps its strongest growth year to date. In all facets of our program we have witnessed improvements, successes and positive changes that are the result of the dedication of our leadership, teaching staff, students, families, communities and breadth of supporters and partners. We are uplifted by our students' ambitions and accomplishments that prove what is possible with the support of a quality education.

As we move forward, our continued growth and development will be informed by the insights of our teachers, community leaders and partners. We appreciate the opportunity this report gives us to reflect on our work and consider how to improve it for the benefit of our students. Our findings demonstrate that our work has made a positive impact on the children and communities of Haiti's Central Plateau and we are inspired to continue our efforts to seek solutions for the seemingly intractable challenges to providing the highest quality education that every child in Haiti deserves.

