



SUMMITS EDUCATION

FY2020 ANNUAL REPORT

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Together, we can move mountains

ANNUAL REPORT FY2020

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Summits Education invests in teachers, students and educational infrastructure to transform the world's most vulnerable communities. We continue to support a network of 40 rural primary schools in the remote highlands of Haiti's rugged Central Plateau, where we aim to provide the highest quality education based on the most current best practices to communities who have traditionally had little to no access to any education. While this year presented multiple unforeseen challenges, we remained committed to building school capacity to meet the needs of the whole child, promoting an environment where every student is healthy; engaged in their own learning; academically challenged and prepared to thrive in secondary school and/or future vocational activities; and supported by caring adults and educators to achieve academic, social and emotional growth.

This report provides a summary of Summits Education's significant accomplishments throughout August 2019 to July 2020.





THIS YEAR IN HAITI

Haiti has faced multiple crises this fiscal year. In the fall, the country was paralyzed and locked down for nearly three months of protests and unrest. Most schools in the country were either completely closed or operated sporadically. However, due to the remoteness of a number of our schools, we were able to keep 87% of our schools open, operating with reduced capacity during this time.

In March, in response to the Health Emergency declared in Haiti due to COVID-19, we were forced to close our school doors for a second time until August 2020.






This particular year reinforced the need to build a more resilient system that can take into consideration the ongoing crises in the country that inhibit our students and our teachers from learning continuously in the classroom. We have considered this year an opportunity to assess our resources, systems, infrastructure and curricula to ensure our students receive a Summits quality education regardless of unforeseen circumstances or unanticipated obstacles.

PROGRAMMING & OPERATIONS



Three key programs served as the foundation of our work this year:

1. Following a two-year grant from the Kellogg Foundation (January 2017 — August 2019) to pilot a Whole Child Approach (WCA), we received a subsequent grant for the period of February 2020 — December 2023 to extend the program in our 40-school network to demonstrate its impact on student outcomes.  **W.K. KELLOGG FOUNDATION®**
2. In collaboration with the University of Notre Dame, we have continued to implement the *Read Haiti* literacy project to improve the Kreyòl and French reading skills of 1st and 2nd grade students. Initiated in July 2017, this project was slated to run through June 2020 and has been extended through October 2020 in response to the school closures resulting from the COVID-19 crisis.  **UNIVERSITY OF NOTRE DAME**
3. Our focus on providing food security to our students was supported by a collaboration with Mary's Meals through which students in our network receive a daily meal at school or dry ration to bring home. We were able to continue to provide food rations to students via distribution centers when schools were closed.  **mary's meals**
a simple solution to world hunger

These projects enabled us to make significant progress in addressing the needs of the whole child to positively impact the learning outcomes of our 10,000 students.

ACADEMIC PROGRAMMING

Professional Development



The WCA is based on a fundamental belief in the critical importance of a highly qualified and motivated teaching staff. 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. This year 606 educators received a total of 133 hours of training:

- 28 hours on methodology and pedagogy;
- 28 hours on literacy preparedness for early childhood teachers;
- 77 hours on improving literacy skills of students.

While training hours were significantly impacted by the extraordinary school closures this year, we are fortunate that our CPs now have the capacity to train and coach our principals and teachers at school, necessitating fewer external trainings. Teachers new to Summits and those with identified deficiencies are given training priority.

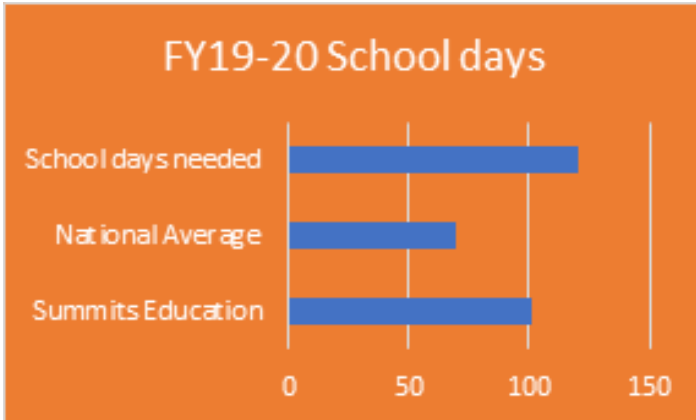


Promoting 100% literacy

Summits students show powerful learning gains in literacy, a result of the overall efforts of Summits Education (i.e. teacher training, material provision, remediation activities, meals, etc.) that are normally absent in the majority of Haitian schools. Most importantly, the Summits Education network **shows the lowest number of students failing in the EGRA test compared to other networks.** Even our lowest performing schools scored significantly higher among the lowest of the other networks which is a testament to our dedication to not let any students behind.

Attendance Targets

Compared to the national average, Summits Education schools function on average 31 more days per academic year as seen on the graph below.



After five months of closure, the 2019/20 school year resumed on August 17th, 2020 to complete 40 additional school days. The next academic school year will commence in November 2020. An assessment of individual teacher curriculum completion for the 2019/20 school year has been conducted to inform teachers' work plans and address curricular gaps students may be facing.

The circumstances of this year which featured social and political unrest as well the coronavirus pandemic, made it extremely challenging to accurately monitor and assess teacher and student attendance. We are however committed to understanding the circumstances that inhibit students' attendance regularly at school. These include: family responsibilities, sickness, market and farm duties as well as care for siblings or parents depending on the locality.

Based on our findings and considerable thinking about ways to overcome these challenges, we will propose individual solutions to each school community. 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. This kind of intervention will serve 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.

Our intention is that these interventions will be equally effective on a large scale when widespread school closures are necessitated.

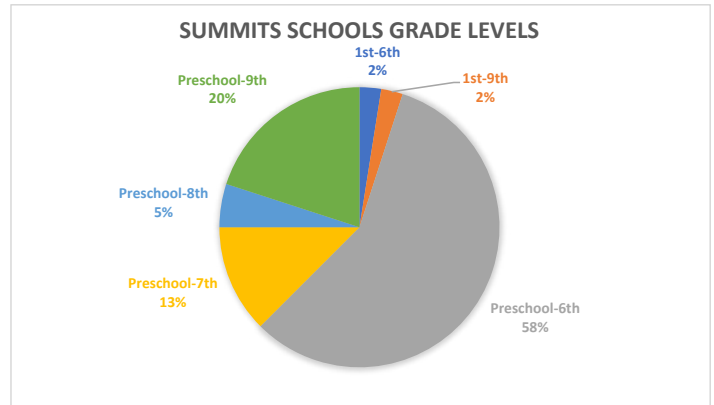
Increase Access to Secondary Education

Sixty percent of Haitian students will abandon school before sixth grade (UNICEF 2008) and only 29% of Haitians 25 and older attended secondary school (USAID 2015). To encourage students' continuity through 9th grade, we are adding three additional classrooms in each of our schools over time to enable students to access higher grades in their communities and provide families an additional three years to plan for their children to travel to a bigger city if they seek to further their studies. This year one additional school added three (7-9th grade) classrooms, bringing the total number of schools providing access to education through 9th grade to 11.



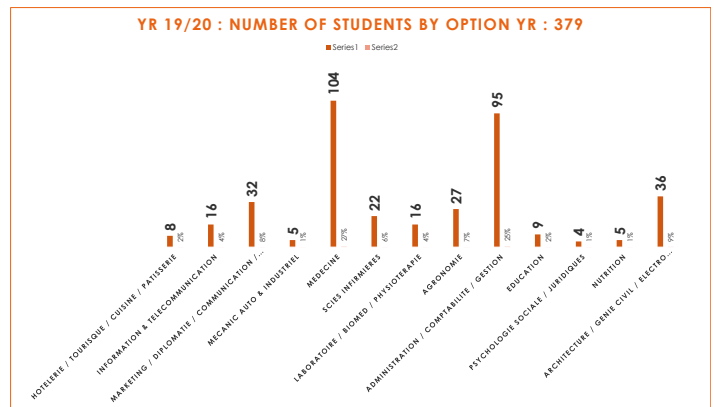
Preschool Education

All 38 of our preschool teachers received 28 hours of training in early childhood learning and effective approaches to increase students' literacy skills. As a result, major literacy gains are expected in first grade students starting the 2020-2021 school year.



Scholarship Program

To support some of the most skilled students in reaching their highest potential as well as young Haitian professionals to lead the country, the scholarship program provided tuition to 328 students this year. This program is a collaborative effort among individual donors as well as Zanmi Lasante, Schwab Charitable, and Holy Trinity Church in South Carolina. We have reinforced the regulations and admission processes of this program due to increased interest and demand.



HEALTH & NUTRITION

Keeping Students Healthy

A comprehensive health care program is available to the students including: on-site care, deworming treatment, vision and audition screening, and health education programming in the classrooms. Throughout the year the following interventions were delivered:

- 10,016 students received at least one daily meal in collaboration with Mary's Meals;
- 105,275 snacks have been provided to students by Accesso;
- 213,380 eggs were distributed from Kore Lakay;



- 2,969 students were consulted through nurse visits and 90 healthcare sessions organized at the schools;
- 767 students with dental cavities were identified and treated;
- In collaboration with Caris Foundation, screening for vision and audition impairment was implemented in five schools and resulted in 957 students screened for vision of which 134 are in need of further care and 963 students screened for hearing impairment of which 46 need to be investigated further;
- A pilot Community Health Day was organized in one school community with the support of Caris Foundation; full network coverage is planned for next school year.

COVID-19 and School Reopening

During the coronavirus pandemic, the below activities were organized:

- Task force created to educate our schools' staff as well as launch a community awareness campaign;
- Distribution of 9,238 COVID-19 kits to each student in our network twice. Kits included a month's supply of rice, beans, cornmeal, cooking oil, dried herring as well as virus protection and prevention flyers;
- Distribution of rechargeable solar radios to students in 1st and 2nd grades



to enable continuation of the literacy program and avoid major learning loss when school resumes.

The following interventions are in place to better support school reopening:



- A sanitation and health protocol developed by Zanmi Lasante;
- Training in sanitation and health protocols for 40 principals and 240 teachers;
- PPE and WASH materials distributed to all Summits schools.

SCHOOL MANAGEMENT & GOVERNANCE

School Councils

To assure the sustainability of the schools, school councils oversee the governance of each of the schools. We recognize a need to reinforce the schools' oversight and governance and consequently will partner with the Catholic Network, one of the three Model School Network (MSN) organizations, that has proven to be successful in this specific area. The Catholic Network will provide training to the principals focused on how to best structure and operationalize councils at the schools.

Partnerships: MENFP & MSN

Summits Education maintains constant communication with the MENFP and Center Department Education Directorate regarding its interventions. This school year, Summits has:

- Shared with the MENFP its strategy and ongoing progress in the fight against illiteracy;
- Piloted literacy preparedness activities in the pre-school classrooms in support of the MENFP preschool curriculum;
- Hosted the Minister of Education at the Summits Education campus to meet the team, learn from our work and tour three Summits schools. The visit was successful and a **five year MOU was signed for August 2020-2025.**



Since the inception of the Model School Network, Summits has provided leadership and our Director of Programs has served as the MSN's Board President for the past year. In collaboration with the University of Notre Dame, Summits will facilitate and manage the MSN coordination for the next three years. The MSN is now working on developing its strategic plan and Summits Education continues to be part of the driving force of this crucial phase that will produce a blueprint to inform our strategies for the years ahead.

Monitoring & Evaluation

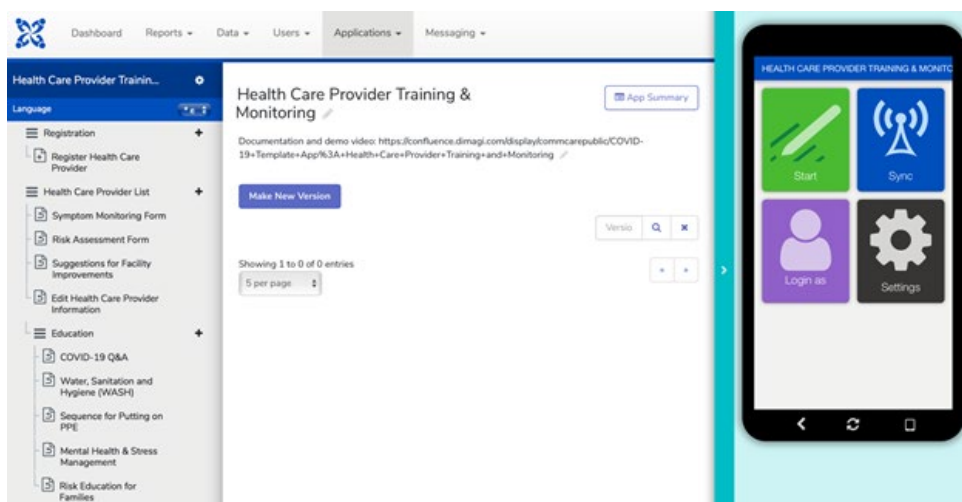


This year we have implemented the “Commcare” system, coupled with Google, to manage our data daily and to better monitor our interventions and their impact on students’ achievements. This has allowed us to improve our data integrity, data collection flexibility, and reporting efficiency.

Our programs are constantly adapted in response to the evaluation results and insights from program monitoring data. As our system is getting stronger in collecting information on more aspects of our programming, we expect to incorporate additional automation tools and processes so program staff can spend more time supporting students and teachers. We have adapted our program logic model and defined new sets of indicators and tools to measure the impact we envision and results we want to achieve.

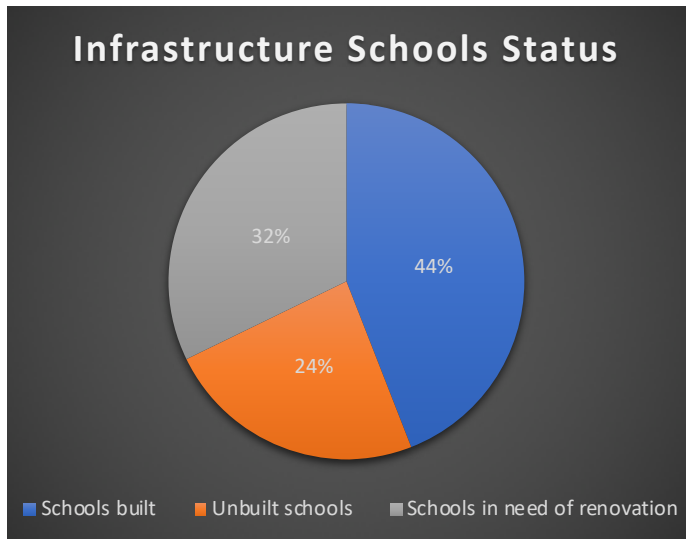
Though this school year was unique, we will still conduct our annual evaluation in October to analyze areas of success and failure, and highlight lessons learned. This evaluation will be undertaken with a smaller sample of students, teachers and school principals than usual, but we none-

theless expect to have meaningful information from it to inform our programs.



LEARNING ENVIRONMENT

Improving School Infrastructure



26 of 40 schools currently have a complete and proper infrastructure. There is a need to address the ongoing maintenance and renovation of other schools' infrastructures to increase the capacity of the schools to function effectively. This year, with the help of the Digicel Foundation, one of our best performing schools, Ecole Communautaire de La Ruche has been built from pre-K to 9th grade. Construction is scheduled for completion in November 2020. The building of the community school, La Perfection de

Dorval in St. Marc has been supported by a community in Greenwich, CT. Upon its completion, we will have 12 schools left to be built in order to reach our goal of having all schools with an appropriate infrastructure.

Social Support



Students received at least 3 pairs of TOMS shoes this year resulting in 42,270 pairs of TOMS shoes distributed.



STRATEGY & RESULTS

We have focused this year on executing a development strategy defined by a multi-pronged approach to seeking support. While this involved a certain amount of infrastructure development, we are now confidently and actively engaged in prospect cultivation and solicitation across a range of targets.

Foundations

We have made substantial inroads with our Foundations development. While these potential collaborations hold promise for significant funding, they are by nature cultivated over a fairly long timeline, typically 12-18 months. We anticipate our efforts to yield results in the next year. To date we:

- have reinforced and continue to strengthen our ties with the W.K.Kellogg Foundation through a renewed 3-year agreement for \$2.4m;
- have cultivated a strong relationship with USAID, who will be releasing their updated mission priorities at the end of the year;
- are in discussion with the Open Society Foundations and FOKAL with one LOI under consideration;
- have a proposal under consideration with the CG Charitable Foundation which could potentially fund up to 10% of our operating budget;
- have a proposal under consideration with the UN's Women's Peace and Humanitarian Fund;
- have begun discussions with the LEGO Foundation;
- anticipate the renewal of our agreement with University of Notre Dame and funder W.K.Kellogg Foundation for fiscal year 2021;



- have submitted numerous LOIs to aligned foundations and charitable organizations including the Clara Lionel Foundation, the American Jewish World Service, the Global Fund for Children, the Unitarian Universalist Service Committee, the Prospect Hill Foundation and the Empowering Emerging Markets Foundation, among others.

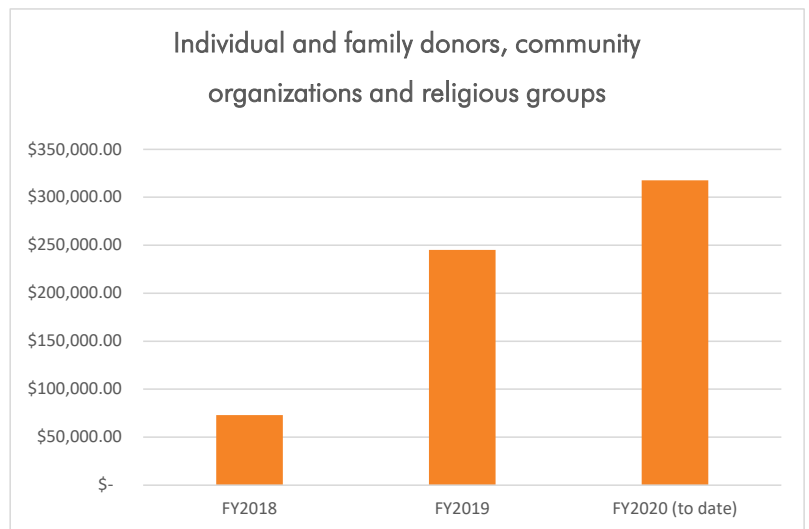
Donors

We have been refining and systematizing our donor database in an effort to create and execute bespoke cultivation strategies for each major donor. We are also focused on moving donors who have given regularly at lower levels to a higher category of giving and have had some success encouraging participation in our Sponsor-a-School program with a total of five sponsored schools. In addition, we plan to launch a targeted effort to increase our Board with individual’s demonstrating talents in development, a capacity for strong support and an ability to bring additional donors to our ranks.

Fundraising campaigns this year included:

- Back to School
- Giving Tuesday
- Annual Appeal
- Buy-a-Book
- COVID-19 health and safety kits

Together these yielded \$219,019.



(Does not include restricted funds or major gifts \$100K and above)

Corporate Sponsorship

We have registered Summits Education with *Alaya*, a digital platform that connects corporations and brands to selected non-profit organizations for both individual and company engagement.

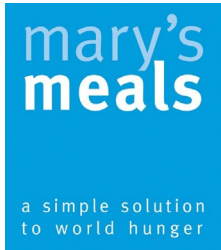
In addition, we began preliminary discussions with Canada-based Flair Airlines about a CSR collaboration in support of Summits. Unfortunately, the global pandemic forced a pause in those negotiations, though corporate sponsorship



will remain a component of our overarching development strategy.

Partner Organizations

Our programming partners are responsible for a critical level of support. These include:



Together these partners represent \$1,259,037 of in-kind support. We will continue to nurture these and additional partnerships in service of our operational and programmatic needs.



Young Professional Advisory Board

This year we inaugurated our Young Professional Advisory Board, a dynamic group of professionals dedicated to volunteering their time, resources, energy and talents in service of Summits Education. Members of the YPAB are given an opportunity to serve as ambassadors and advocates for Summits while also gaining leadership experience in support of their own personal and professional goals.

The Board hosted their first fundraising event in September, a virtual hike that encouraged supporters to walk in solidarity with our students and film themselves for a video production to be shared with Summits schools and other supporters. Raising close to \$6,000, the event represented a promising start to our next fiscal year.

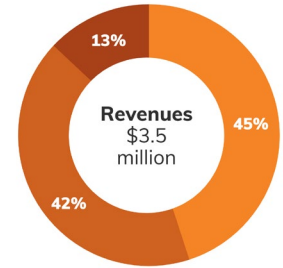


AUGUST 1, 2019 — JULY 31, 2020



FY20 Revenues

	Cost
Grants	1,286,127
Individual & Business Contributions	1,403,310
Government	399,784
Carry Over	425,646
Total Income	3,514,867

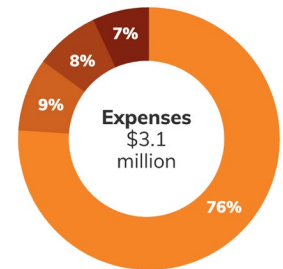


Revenues by source

- Individual, Business Contributions (45%)
- Grants (42%)
- Government (13%)

Expenses per Category

	Amount
Programs Services	2,371,044
Administrative Personnel	224,741
Operational Cost	243,012
Fundraising & Boston Office Expenses	296,524
Total Expenses	3,135,321



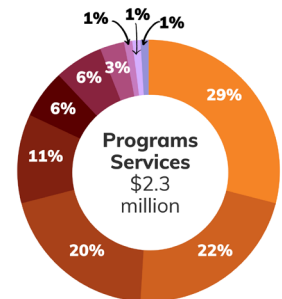
Expenses by source

- Programs Services (76%)
- Fundraising & Boston Office Expenses (9%)
- Operational Cost (8%)
- Administrative Personnel (7%)

Net Income	379,546
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Programs Services

	Amount
Programs Services	2,371,044
Program Personnel	220,420
Schools Staff Payroll	526,342
Literacy Program — UND	145,024
Professional Development	33,367
Textbooks, Academic Supplies / Materials	141,667
Health & Nutrition	68,504
Girls Education: Girls' Voices	3,867
Extracurricular Activities & Summer Camps	23,526
Infrastructure & WASH	486,562
Evaluation	34,312
Scholarships	687,453
Subtotal	2,371,044



Programs Services

- Scholarships (29%)
- Schools Staff Payroll (22%)
- Infrastructure & WASH (20%)
- Program Personnel (11%)
- Literacy Program — UND (6%)
- Textbooks, Academic Supplies / Materials (6%)
- Health & Nutrition (3%)
- Professional Development (1%)
- Extracurricular Activities & Summer Camp (1%)
- Evaluation (1%)

91% of our income goes directly to our Haiti-based operations and programs.



LOOKING AHEAD

Despite the particular challenges faced throughout this year, we remain committed to every child being healthy, engaged, challenged, and supported. We continue to focus on finding innovative solutions to the unique challenges of providing quality education to the children of Haiti. This year has underscored the ongoing need for flexibility and creativity in order to remain resilient in the face of whatever obstacles we may face. We intend to continue to investigate the most appropriate and effective modes of distance learning for our students. Working with like-mission organizations and coalitions, we are solidifying networks of support to source learning materials, best practices and delivery methods that address the particular needs of students in the Central Plateau whose rural locations make the standard go-to technology solutions impractical.

That said, we have begun to explore the ways in which technology might ultimately enhance the teaching and learning experience in our schools and help mitigate challenges posed when students cannot be physically in school.

Professional Development

Teacher training has always been a hallmark of Summits Education. The strength of our program lies in the capacities of our educators and we will continue to support their professional growth, development and training. Supervisors will hone their skills and expertise in coaching and training, supporting Summits principals and teachers as well as those outside the Summits network.

Teachers will continue to develop their talents through training and those identified by supervisors will be provided specific remediation when deemed necessary.

Additional attention will be given to developing distance learning techniques and practices to better equip our teachers to deal with school interruptions.

Programming

We will begin implementing a new math program developed by the Japanese International Cooperation Agency (JICA) and the MENFP to improve students' numeracy skills. The program will be piloted and evaluated in grades 1-6.



In addition to the continued evaluation of 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.

Expansion of our existing schools to include additional classrooms to accommodate grades 6-9 will continue. We will also begin conducting due diligence and viability studies to understand the efficacy and benefits of the 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 in collaboration with Zanmi Agrikol.

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. Accordingly, we will seek a partnership with the Catholic Network that has been demonstrably successful in strengthening school governance.



Development

With a goal of financial stability and sustainability, we will focus the coming year's development strategy on board expansion and increasing our major donor base through targeted outreach and engagement efforts. Foundation and CSR cultivation will continue as an integral part of a multi-prong approach.

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.



Earl Burch
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Quality Associates, Inc.

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Marie-Flore Chipps
Co-founder
Zanmi Lasante

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Haitian Envoy for the UN

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Marie-Flore Chipps
Executive Director

Carolyn Mellin
Managing Director

Cassandre Regnier
Director of Programs

*Board chair



Despite the monumental challenges faced this year, Summits Education remains on a clear path aimed toward growth and sustainability, marked by increasing influence in the Haitian education sector, an ongoing commitment to an innovative Whole Child Approach to teaching and learning, and a stable and dedicated managing leadership. The carefully built foundation upon which we have grown over the last five years has proved solid and strong as we managed to continue to provide social support, food security and education to our students, their families and communities amid a global pandemic that shook education systems far better resourced than ours.

With trusted partnerships and well established collaborations, Summits' center held through each crisis and we served as a model to other educational institutions in Haiti as we demonstrated flexibility and creativity in devising solutions that would best serve our students.

Resilience has been our watchword this year and is in many ways the word that best characterizes Summits Education. Beginning with the determination of Father LaFontant and his wife Yolande to provide education to the most underserved and vulnerable children of the Central Plateau to the unyielding resolve of the entire Summits team to ensure our students remained safe, healthy and educated while a virus ravaged the world, we have been resilient--able to withstand, adapt to and recover from any obstacle. It is our defining quality and one that we aim to impart to our students as they continue to demonstrate there is no mountain they can't climb.





SUMMITS EDUCATION

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