



SUMMITS EDUCATION

FY2021 ANNUAL REPORT

Together, we can move mountains.

October 2021

Dear Friends,

At Summits Education we believe that every child has the right to education, health, and basic support services. Our core mission is to assure that every student in each of our schools receives a quality education. In the past few years, Haiti has endured challenge upon challenge from political instability, rampant gang violence, the Covid pandemic, the assassination of President Jovenel Moise, and most recently an earthquake that hit the south of the country. In each case the importance of education could not be more clear. In particular, we see how critical a strong foundation in civic responsibility and understanding of good governance and democracy is in nurturing a citizenry prepared to lead the country out of a crippling



cycle of poverty and insecurity. By providing a comprehensive and holistic education, we are encouraging a new generation of Haitians to take pride in their country and feel a responsibility for its success. But most importantly, we are providing them with the tools to do so. In spite of this year's multiple challenges, Summits Education remains resilient and committed to the future of our students and our country.

To achieve our goals in the midst of a difficult year, we relied on our deep knowledge of the communities we serve, and strong collaboration and engagement among educators and parents in order to serve our students without interruption. These vital relationships enabled us to change strategies quickly and make decisions that matter to benefit our students. With the unconditional support of our long-time partners, we were able to continue our fight for social justice.

Finally, this report is dedicated to the founder of this network, Father Fritz Lafontant who died of Covid on June 27th, 2021 at 95 years old. His legacy will live on in each and every one of our team members and the many thousands of Summits Education graduates. His powerful example gives us the strength to fulfill the mission he started so many years ago.

This report provides a summary of Summits Education's significant accomplishments from August 2020 through July 2021.

The Summits Team

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Remembering Father Lafontant



Originally from Port-au-Prince and having become a priest in the early fifties, the Reverend Father Fritz Raoul Lafontant, who was born on July 25, 1925, was able to distinguish himself by devoting himself entirely to his duty as a pastor, educator and philanthropist, a task he accomplished with exceptional ingenuity.

Ordained a priest, his mission took him to Arcahaie, then to Mirebalais where he restructured the school and the parish of Saint-Pierre and set up the Saint-Pierre clinic, which still operates today. It was during his ministry in Mirebalais that he heard about the refugees from the Péligre hydroelectric dam, driven from their land by the lake that supplied this new construction. The suffering of these squatters, who had just lost their cattle, their fields and their cottages, had in a way called out to him. And instead of abandoning them to their fate, he had instead set himself up as a defender and protector of their rights and their lives. Their first meeting dates back to 1962, and since then they haven't left each other for fifty long years.

Father Lafontant was a disciplined and moral priest and a model family man, who loved spending time with everyone— his family, coworkers, students, and patients —with a great sense of humor, but who knew how to be severe in the face of the foolishness of his children and the young people of the community of Cange, all of whom he considered his children. He was a pastor who had a great knowledge of the responsibilities that were his daily lot vis-à-vis his parishioners.

Above all, Father Lafontant was an exceptional educator, a longtime advocate for the marginalized, the poorest, whom he called the voiceless. This is why he used his own voice to speak out and defend this disadvantaged and marginalized social layer, investing his whole life in advocacy on their behalf, which, over time, became a preferential option for the poor, based on unshakeable human solidarity and support for poor families, children and young people in their own existential struggle.

Father Lafontant passed away on June 27, 2021. We know that there will not be another Father Fritz Raoul Lafontant, but we also know that he devoted his time and his assets to making Haiti a place where children and youth, as well as the sick and infirm, have a chance to become agents of change.

Nerval Dorvil
Mirebalais, Haiti, September 2, 2021

Why Haiti?

It's a question often asked of organizations working in Haiti and dedicated to the country's success. Never more so than this last year. It's a question we have no trouble answering because we believe there are solutions to the problems Haiti faces... And they are based in education.



50% of Haitians cannot read or write. Haiti has the lowest literacy rate in the western hemisphere. The average Haitian, 25 years or older has less than 5 years of schooling and almost **30% of children attending primary school will not make it to third grade.**



80% of the population lacks access to clean water.



85% of schools are privately run with minimal oversight and accountability.



Most families in the Central Plateau live on less than \$2.00 per day.



60% of students will abandon school before 6th grade.
1% reach university.



Summits Education believes education is the most promising path out of poverty. We believe that by educating a generation, we can change the trajectory of an entire country. Summits Education has a commitment to providing quality education for hard-to-reach and underserved rural communities through its strong engagement and deep knowledge of the communities served. We employ a holistic approach through strong partnerships with civil and public institutions including the Haitian government--especially the Ministry of Education (MENFP)--that allow for impact and innovation.

As a leading Haiti-based institution, Summits models the future of education in Haiti by implementing a student-centered approach that meets the needs of the whole child, creating environments in which every student is healthy; engaged in their own learning; academically challenged; and supported by caring adults and educators.

Through our work as a founding member of Haiti's Model School Network, we demonstrate every day the potential of the education sector to re-envision the future of Haiti. Collaborating with other school systems across the country, we aim to offer innovative and effective programming, support the professional development of our teachers, and ensure that infrastructure is safe and conducive to the best teaching and learning. These kinds of investments pay dividends not just in the fortunes of our students, but in the bright future of Haiti.

Our Strategy

Our primary investment continues to be in the increased capacities of our educators through professional development training, coaching, and supervision. We deliver quality education while reinforcing the core academic skills of the students in literacy, math, science and social-emotional learning (SEL) in our 40 network schools. To help students achieve higher education, we are dedicated to building 7th-9th grade classrooms in all of our schools. We continue to ensure sustained school feeding programs in all 40 schools and are currently feeding an additional 84



schools with the help of our feeding partner. We have expanded our school health programming in collaboration with our health partners to address the needs of the students with a special emphasis on adolescent health. We have refined our educational model while continuing to develop innovative approaches that are adapted to the challenging context in which we operate while mainstreaming gender sensitivity throughout our network.

Our internal systems and capacities are continuously strengthened, particularly those related to our ability to secure more robust, diversified, and sustainable funding streams and to ensure dynamic governance and proactive organizational risk management.

Program Goals



We provide comprehensive programming to support the basic needs of our students and provide quality instruction, safe learning environments, reliable school management and sector-level governance.

IMPROVING QUALITY OF INSTRUCTION

- **Improve primary school teachers' capacity:** We provide primary school teachers with the foundational skills they need for student success. In 2018, our network teachers and principals completed a two-year cycle of professional development provided by our technical partner InnovEd. All newly hired teachers are trained in the Summits curricula. In addition, teachers and principals enjoy an ongoing collaboration with their dedicated pedagogical advisors (CPs) who conduct regular classroom observations and provide coaching and mentorship to support continued professional development.
- **Provide critical learning support:** Summits provides teachers in all 40 schools with a set of teaching materials and classroom supplies. We distribute individual textbooks and supplies to students, and have established a pedagogical library for teachers and CPs on the Summits campus, which also serves as a central library and training center for the school network. In addition, we partner with like-mission content developers such as Lakou Kajou to pilot and implement innovative supplemental programming.
- **Enhance preschool education:** In collaboration with the Montessori Center of Haiti, our network preschool teachers receive training in the basic principles of early childhood education and effective approaches to instilling life-long learning and social skills. This year, our CPs received training from Tipa Tipa Foundation, an institution dedicated to improving early childhood instruction by providing support to schools, communities and institutions in the development of quality educational programs and instructions as well as the development of acceptable quality criteria.
- **Improve student literacy:** In partnership with the University of Notre Dame of Haiti, we build network capacity to improve early grade reading (Grades 1-3). We deliver intensive remedial literacy support over



6 months to all network students (3-6 grade) who need it. Ongoing support is provided to students who continue to struggle with literacy skills.

- **Foster improvement of key school performance indicators:** *Through a comprehensive monitoring and evaluation system, we support the improvement of student and teacher attendance, and reduce dropout rates by evaluating the factors affecting relevant KPIs.*

ENABLING SAFE LEARNING ENVIRONMENT

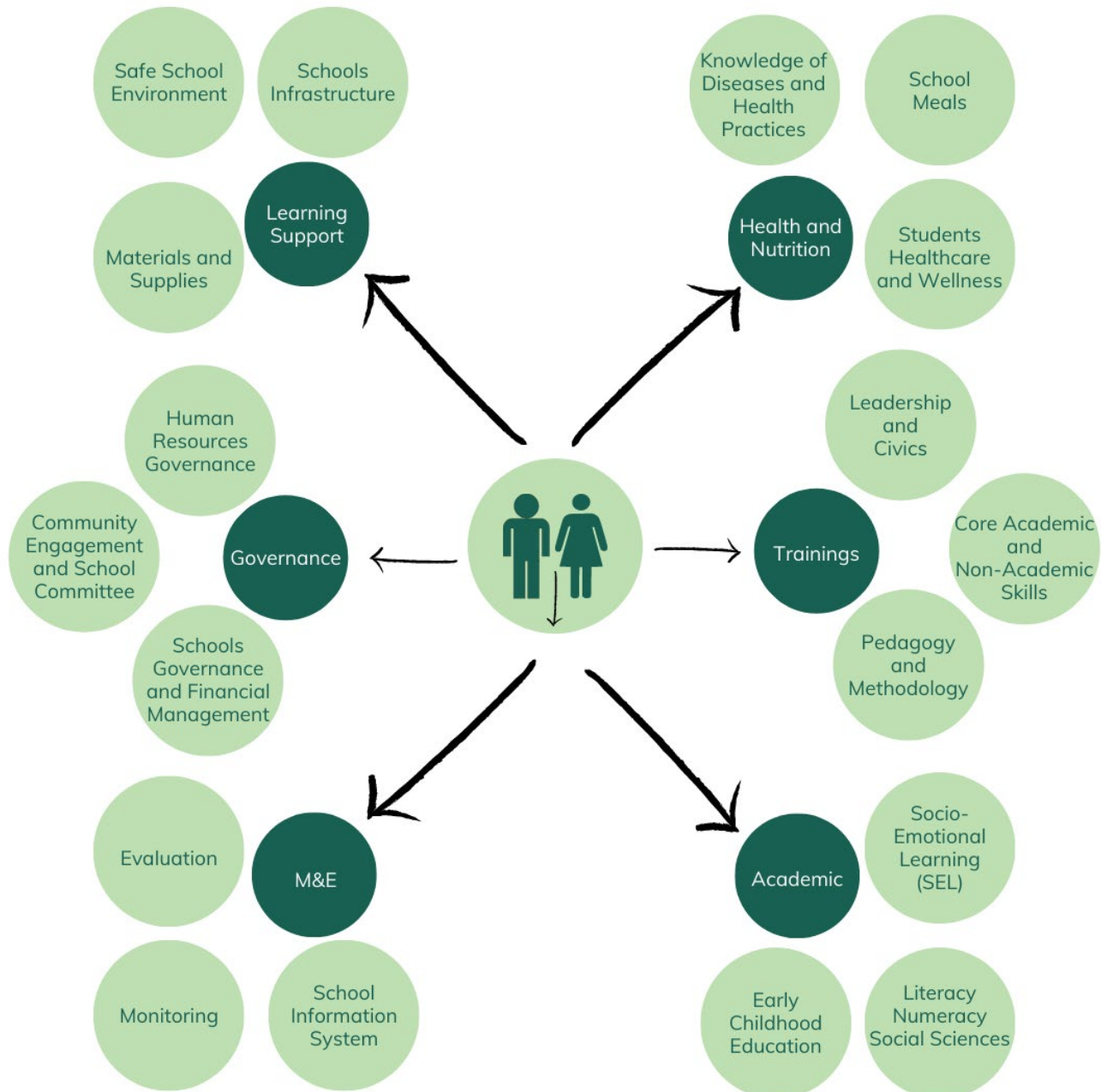
- **Upgrade school infrastructure:** We have embarked on a dedicated revitalization project aimed at facilitating school builds and infrastructure improvements to bring all 40 schools up to a model standard with classrooms to accommodate preschool through 9th grade.
- **Enable Healthy Students:** Summits nurses provide regular basic care and referrals in all 40 network schools, where they also support disease prevention by forming hygiene committees and delivering health education in the classroom. Main intervention focuses on disease prevention through education, reducing ringworm, among other infectious diseases, and we are working with Partners in Health, known in Haiti as Zanmi Lasante (ZL), and Caris Foundation in supporting student health in the 40 schools. In addition we are developing, in collaboration with ZL, an adolescent health and well-being program that will address the particular needs of our adolescent girl population.
- **Reduce student hunger:** We provide nutritious afternoon meals to students every day thanks to direct and indirect partnerships with Mary's Meals, KORE Foundation, MediShare and Caritas, as well as the collaboration of local parents who prepare the meal. As a part of the revitalization project, we aim to build kitchen infrastructures in all schools.



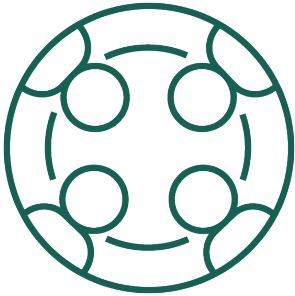
IMPROVING SCHOOL MANAGEMENT AND SECTOR-LEVEL GOVERNANCE

- **Facilitate creation of School Councils:** We continue to support the establishment of functioning School Councils made up of students, teachers, principals and community members, by understanding the roles of each collaborating faction and what best drives engagement. We believe the Councils are critical to fostering the self-determination of individual schools within our network.

Programs and Supports



Impact



124 communities served



31,135 children fed



345 educators trained



2 schools built and inaugurated



5,436 students received health consultations



9,278 children enrolled in school



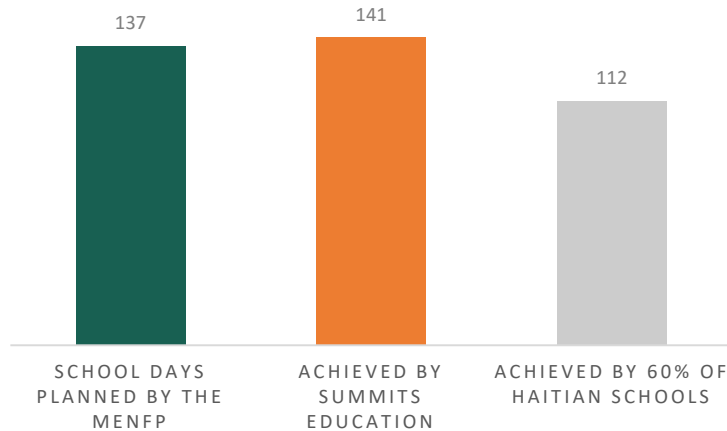
396 scholars



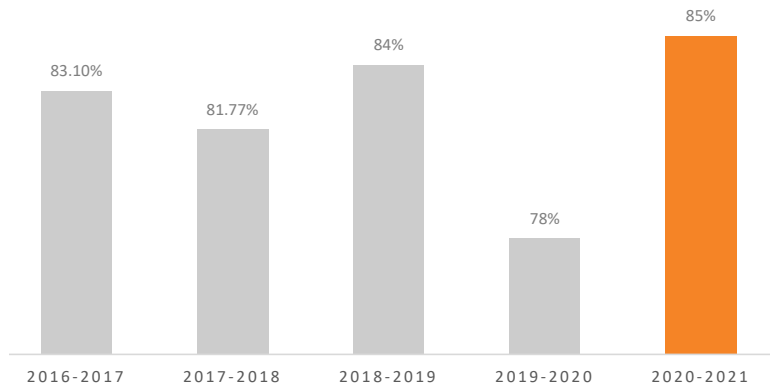
136 classes observed on average by the Pedagogic Consultants (CPs)

This Year's Stats

SCHOOL DAYS



STUDENTS' ATTENDANCE OVER THE PAST 5 YEARS



Summits Education's retention rate is 92.4 % from pre-K to 6th grade. Students' attendance rate has never been higher in the network despite the increase in the accuracy of our information system and data collection, as well as the political and health crises.

Reasons students missed school days in FY21	Girls	Boys	Total
Always attend school	74.57%	73.08%	73.80%
Go farming	0.58%	2.75%	1.69%
Go to the market	2.31%	1.10%	1.69%
Other	5.78%	6.04%	5.92%
Sickness	16.76%	17.03%	16.90%
Grand Total	100.00%	100.00%	100.00%

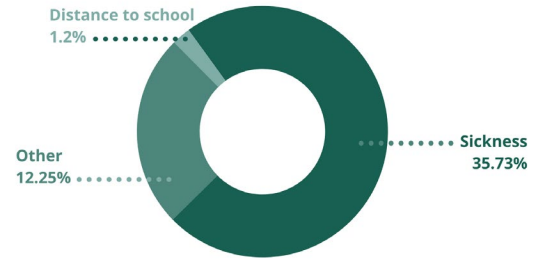
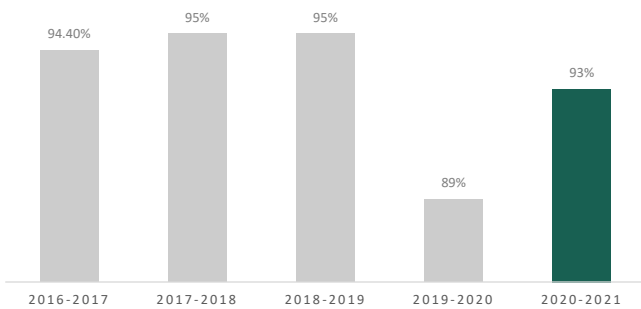


Teacher attendance has remained high despite the difficult circumstances this year.

We remain deeply committed to understanding the circumstances that inhibit students' and teachers' regular attendance at school in order to mitigate the challenges.

Teachers' reasons for missed school days

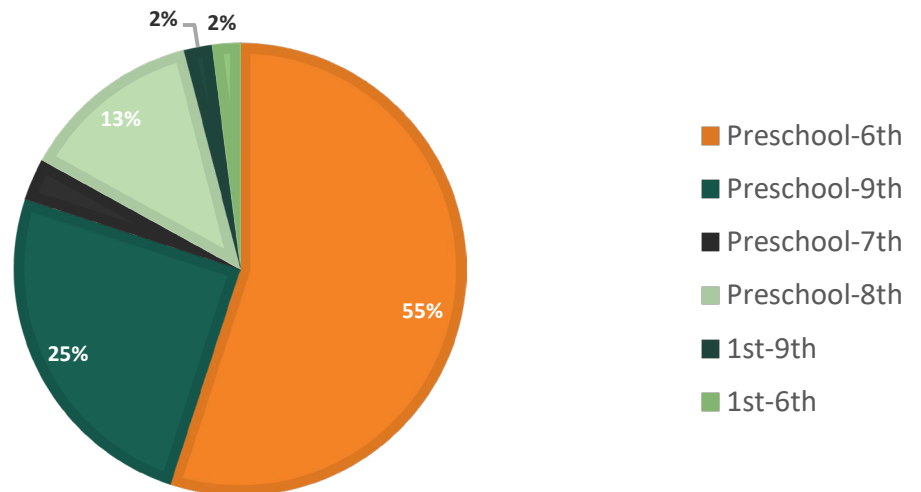
TEACHERS' ATTENDANCE OVER THE PAST 5 YEARS



Students' retention to higher grades

According to a 2008 UNICEF report, 60% of Haitian students will abandon school before sixth grade. Aware of this problem, Summits Education has been committed since 2017 to eventually adding 3rd cycle classrooms in all our schools so that students can continue their education past primary school. Today, 41% of the Summits schools have reached the 3rd cycle. As a result, 11 of them have sent students to the official 9th grade exams this year and the success rate is 75.79% compared to 71.94% for the Central Plateau.

GRADES SERVED



Summits' Pedagogical Framework

Curriculum + Assessment + Instruction + Professional Learning



Different pedagogical approaches can result in substantial differences in both the ways students approach their learning and in the quality of that learning. At Summits Education, we have undertaken a significant exploration of learning and teaching methodologies with the aim of implementing a coherent pedagogical approach that is aligned among its key components: curriculum, instruction, assessment and professional learning.

The following aspirational principles are the bedrock of our pedagogical framework:

Engage all students as learners by:

- Creating and sustaining positive and inclusive learning environments where every student matters and participates.
- Ensuring the ongoing safety and protection of learners in an effective learning atmosphere.
- Fostering collaborative relationships with families and communities that work to bolster the academic, social, and emotional growth of our students.

Connect with all students as learners by:

- Providing access to content where problems and tasks are relevant and meaningful in their cultural and contextual connections.
- Promoting human rights, gender equality, non-violence, civic responsibility and engagement.

Challenge all students to achieve academic potential by:

- Teaching engaging lessons with high cognitive demand that maintain a consistent focus on student problem-solving and enable students to understand big ideas in academic content areas.

Assess the success of teaching through student learning by:

- Measuring student understanding regularly with appropriate learning goals in mind to inform instructional decisions and plan lessons and units of instruction.



The Preschool and Primary (fondamentale) curriculum is determined through the leadership and design of the Summits Education Management Team, including Summits' coaches and trainers in collaboration with teachers and school directors. The curriculum is implemented similarly within each school, meaning that the same curriculum is used across the same classrooms/grades for the same content. The Pedagogical Department is striving to ensure that the Summits Education schools implement a curriculum with the following characteristics:

- Alignment to the Haitian Ministry of Education's curricular standards, commonly referred to as the MENFP Curriculum de l'École Fondamentale - Programme Détaillé;
- Focus on student outcomes with an eye to UN Sustainable Development Goal #4, so all learners achieve literacy and numeracy and acquire the knowledge and skills needed to promote sustainable development;
- Vertical Alignment (preschool through middle school (Twazyèm sik), providing a continuous and coherent experience for the students in Summits Education schools;
- Challenging, relevant & engaging content (keeping the lives and experiences of our students at the center of curriculum implementation);
- Academic language in both Haitian Creole and French is embedded into every content area, in every grade level, as appropriate.

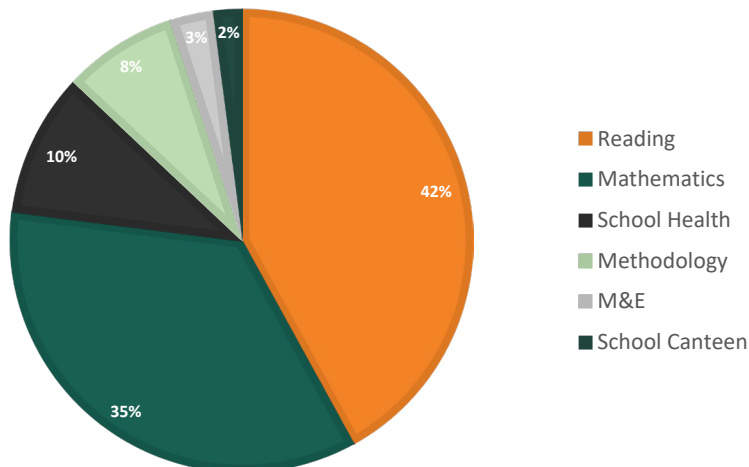
Professional Development

Our Whole Child Approach is based on a fundamental belief in the critical importance of highly qualified and motivated teaching staff. We invest continuously in Summits' educators and the remarkable academic progress of our students is a testament to the value of this investment. All professionals at Summits Education commit to improving continuously through collaborative teamwork focused on increasing student understanding and performance. We create intentional and structured time and space for adult learning and collaboration to ensure that every adult contributes meaningfully to student learning and that every adult has the support and development necessary to make that contribution.

We focus on raising the skill levels of our teaching staff and continuously support their ongoing efforts to continue their own education in instruction theory and practice.



TRAINING BY FIELD



From July 2020 to April 2021, a total of 308 hours of training were given to 345 educators and other staff members to improve the implementation of the different initiatives. This graph illustrates the percentage of time devoted to each subject area.



Core Academic Skills



Promoting 100% Literacy

Summits students continue to show powerful learning gains in literacy.

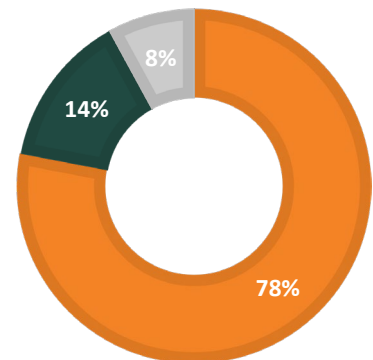
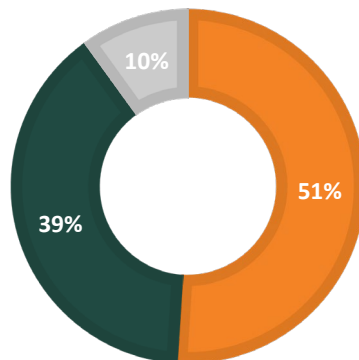
Since the 2017 - 2018 school year, Summits has tested the reading level of the students from 1st to 6th grade every year. Following the remediation courses that were put in place to support the students that were struggling from 3rd to 6th grades, illiteracy in the higher grades is no longer an issue. 1st and 2nd grade students tested this year continued to demonstrate improved learning outcomes.

FIRST GRADE

SECOND GRADE

■ Able to read
 ■ Unable to read
 ■ Not tested
 ■ Able to read
 ■ Unable to read
 ■ Not tested

1st to 2nd grade reading proficiency





Classroom libraries have been set up in 20 schools and library activities implemented following teacher training. A library activities manual has been developed and lessons learned from the pilot are being used to expand library programming in all Summits schools. Those activities aim to enhance the knowledge of students and allow teachers to enrich their courses.





Increasing Numeracy Skills



280 Summits educators have been trained in the numeracy program developed by the MENFP and the Japanese Agency International Corporation (JICA) in order to supplement the Ministry’s curriculum and increase the capacities of the students. 5418 student materials packs and 101 teacher materials packs have been distributed while 25 schools implemented the program. **The math scores of the students have increased 24% whether the schools received the materials or not** which leads us to believe that the training was as important to the educators as the materials provided since it offered new methodologies to educators on how to teach math.

Math scores of students in Summits Education Network

	FY20	FY21
Overall	27%	51%
Schools with materials	27%	52%
Schools without materials	27%	50%

Social-Emotional Learning (SEL)

Summits Education is moving toward an increased focus on the social and emotional learning and development of our students. In an effort to improve students’ and educators’ overall wellbeing, we anticipate implementing a more robust SEL curriculum that addresses issues such as fostering a growth mindset, navigating challenges, managing emotions, creating healthy habits, developing empathy for one another, and building communication skills. Summits’ teachers and school directors will receive intensive professional development over the next two school years on implementing age-appropriate Morning Circles, organizing positive school climate campaigns and embedding lessons across the curriculum with opportunities for students to hone core SEL skills.



Health and Wellness

The second wave of Covid affected the country more than the first. With limited health facilities and interventions, Covid cases peaked during the month of May 2021. The government established a state of emergency on June 7th, 2021, and closed schools two weeks before the projected end of the school year on June 18th, 2021 to fight against the spread of the disease. The government reinforced prevention guidelines and established a curfew from 10:00pm—5:00am, which was unfortunately rarely respected.

COUVRE-FEU



9:00 PM 5:00 AM

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PORT DU MASQUE OBLIGATOIRE



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The school health program includes 4 nurses who visit our schools to promote health education and provide healthcare and referral services to health centers or hospitals.

- 5,436 students were consulted
 - 1507 cases of sarcoptosis
 - 1034 cases of anemia
 - 1194 cases of ringworm
 - 1613 cases of dental cavities
- 1,010 health sessions organized
- 92 cases referred to the hospital
- Students in 26 schools out of 40 were screened for vision and eye problems
 - 120 students needed further evaluation
 - 65 were further evaluated
 - 9 students need glasses
 - 6 students need eye surgery
- 11 students in need of assistance and ear prostheses



School Meals

According to the latest EMMUS survey, dated 2016-2017, 22% of Haitian children under 5 are stunted, which is a sign of chronic undernutrition, and 4% are wasted, which indicates acute undernutrition. According to a survey conducted in collaboration with PRODEV and University of Notre Dame in 2012, many students who came to school came to school hungry without having had breakfast. The provision of school canteens is therefore essential not only for providing energy to the students for concentration and learning but also as a



motivator for parents to send their children to school.

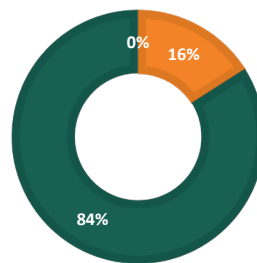
Through the school meals program, we are able to support children who suffer from chronic hunger and poverty, improving their nutrition and health as well as their attendance and performance at school, helping enable them to realize their full potential.

- 31,135 students received at least a daily meal from Mary's Meals
- 257,600 eggs were distributed from Kore Lakay breakfast program
- 47,535 snacks were provided to students by Accesso

We credit our robust and consistent feeding programs as we celebrate a majority of students now falling within the parameters of a normal BMI.

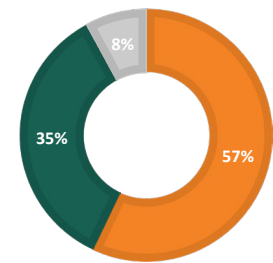
STUDENTS' BMI IN 2018

■ Normal ■ Underweight ■ Overweight



STUDENTS' BMI IN 2021

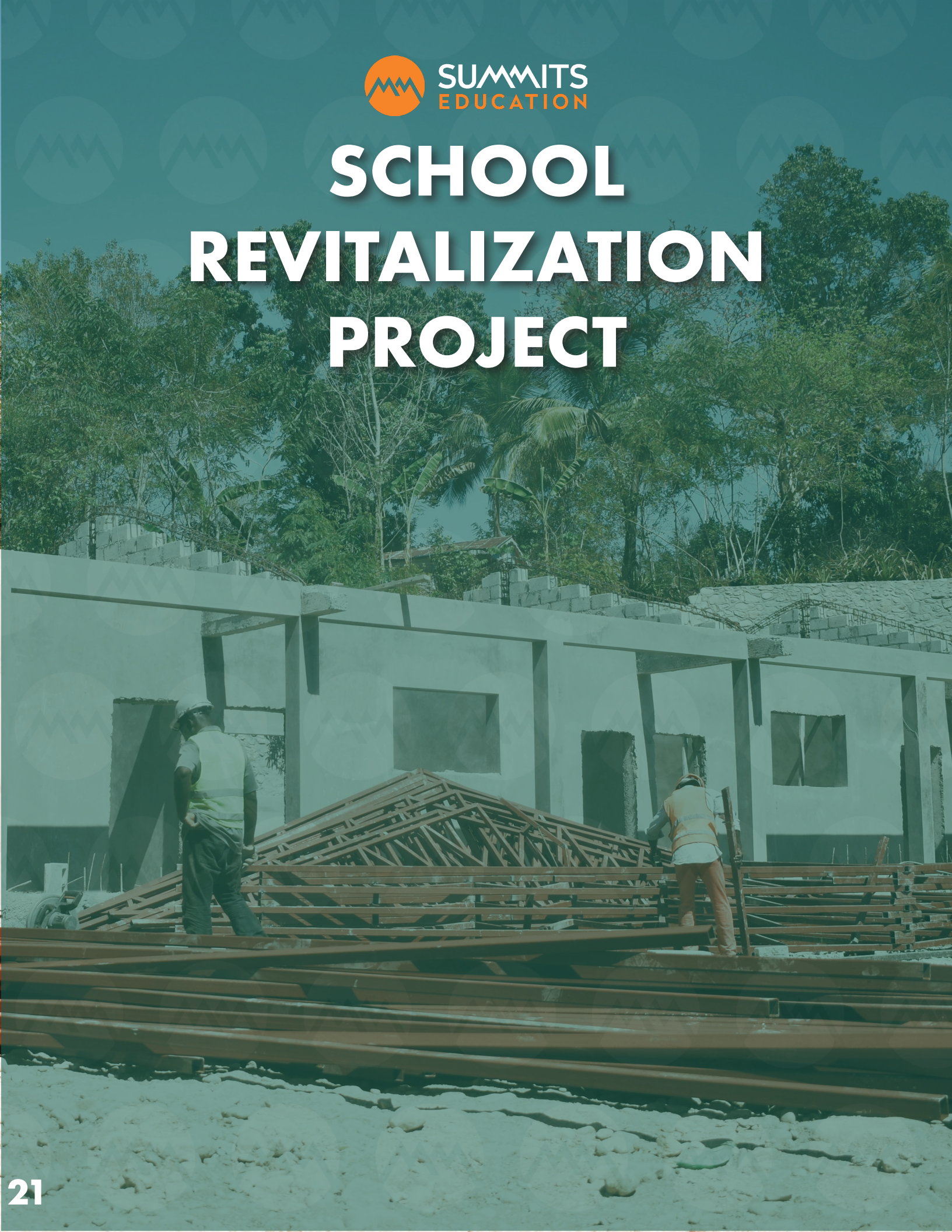
■ Normal ■ Underweight ■ Overweight



57% of students rated at normal BMI compared to 16.15% from FY18!



SCHOOL REVITALIZATION PROJECT



School Revitalization Project

Among our top priorities is the steady improvement of the network infrastructure so that students not only receive a quality education, but do so in an environment that is conducive to the best teaching and learning. This year, we have embarked on an ambitious campaign to repair and build all of our 40 schools to an industry standard that will ensure Summits schools fully support the quality teaching and dedicated learning that happens in them every day.

In recent years, Summits has begun to work with partners and donors dedicated to elevating the infrastructure of the Summits network of schools as we aim toward a more preferential treatment for the poor and seek to build schools that reflect our mission more clearly. Our most recently built school in Saint Marc, Artibonite, La Perfection de Dorval, stands as a model of what we hope for all our schools. It boasts bright clean walls, large chalkboards, breezy bamboo covered windows and solar panels to power technology that will support students and teachers as they develop the 21st century skills that will arm them for a successful future.

We have secured several initial major donor and foundation investments that have allowed us to embark on Phase I of the project with our construction partner, Adaptiv. Once full Phase I funding has been secured, we will launch an Impact Investment capital campaign aimed at Phase 2 & 3 implementation.



Ecole Communautaire de La Ruche was inaugurated with the Digicel Foundation on March 18, 2021.



BEFORE

AFTER



Ecole Communautaire Mixte La Perfection de Dorval built by the First Presbyterian Church of Greenwich, CT, was inaugurated in January 2021.



BEFORE

AFTER



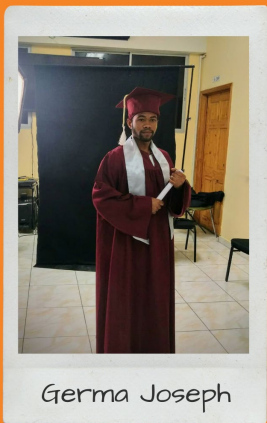


Scholarship Program

In Haiti, only 1 % of students attend University

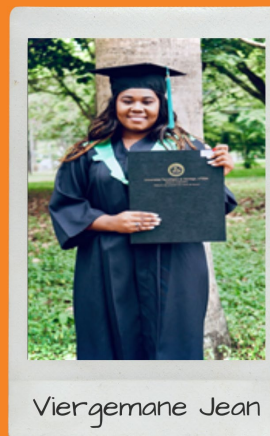
To support some of the most skilled and yet vulnerable students in reaching their highest potential to become agents of change and participate in their communities and country’s development, Summits Education provides scholarships and a package of services to the scholars.

- 396 scholarships provided
 - 40 in secondary school
 - 356 in 41 universities, vocational, or professional schools
 - » 75 have graduated to date



Germa Joseph

Germa Joseph, a graduate in Industrial Mechanics at Canado Technique missed out on the early years of school, but began his basic studies at nine years old thanks to Father Lafontant. He will continue his internship in Brana and intends to specialize in Electrical Engineering.



Viergemane Jean

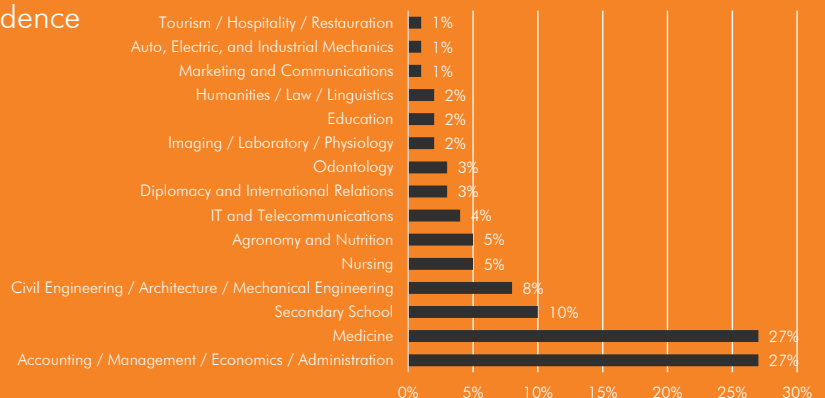
Viergemane Jean, a graduate student in medicine at UTESA/DR has just passed the social exams of the MSPP.

This year we conducted a comprehensive review of our admissions criteria and procedures as well as an assessment of all current scholarship recipients. Given the increased demand for support, we have developed a more rigorous selection process in order to accomodate the most deserving and engaged students. Among the criteria used for assessment are:

- Number students in the desired field of study
- Gender and age of student
- Geographic location of student’s residence
- Socio economic status of students
- Motivation and engagement

STUDENTS BY FIELD

Total: 396



Governance and Sustainability

School Councils



School councils oversee the governance of the schools, assuring that the community members, parents, and educators are actively involved in school management. Our team meets regularly with the schools' councils to address specific activities and/or issues related to a school or community engagement.

Partnership with MENFP



A new five-year MOU was signed with the Minister of Education, M. Agenor Cadet from August 2020-2025. The Minister participated in the inauguration of the **Ecole Communautaire de La Ruche** and renewed his commitment to support Summits Education in its mission.

Model School Network (MSN)



Since its inception in 2013, Summits Education has provided leadership and spearheaded collaborative programming among the MSN membership. Summits' Program Director, Cassandre Regnier has served two terms as the MSN's Board President, facilitating the awarding of a significant grant from the W.K. Kellogg Foundation to support MSN activities. In collaboration with the University of Notre Dame, Summits will continue to manage the MSN initiative for the next three years.



Monitoring and Evaluation

Our Monitoring and Evaluation system allows us to make timely decisions that are appropriate and relevant to our schools' communities. All of our programs are the direct result of findings and recommendations based on the evaluations and insights gleaned from monitoring and evaluation data.

Despite the unique circumstances of this school year, we have continued to collect and analyze data to understand what impacts students' success. As our data collection methods and tools become more sophisticated and data more accurate, we are able to better understand the circumstances of our stakeholders and how to serve them more effectively.

Our monitoring system has significantly improved, allowing us to track program performance indicators that inform our programs during the implementation period and allowing us to take appropriate measures to remediate and keep our constituents on track. Automation tools and processes are being integrated gradually, allowing program staff to spend more time supporting students and teachers.



The M&E system is integrated into our global program strategy, which is at the basis of our program logic model and all evaluation activities. Based on evaluation results, new program areas and data gathering streams are developed and tested to continuously improve student learning outcomes.

In the near future, Summits hope to improve data collection even further, putting students at the center of the entire data structure and allowing front line workers (CPs, nurses, supervisors, teachers and school directors) to improve their data collection and analysis skills. That will allow them to take immediate action related to school governance, administration and student performance.

Student codes, teacher profiles and school fact sheets are some of the aspects of the data system that are being improved to streamline data analytics. New evaluation objectives have been identified based on recent yearly evaluation results, and will be implemented next school year to better understand some sociological aspects in the school operation and the best way to address them.

Fundraising



Grants: Summits is engaged in four primary grant supported projects that enable us to make significant progress in addressing the needs of the whole child and advancing our mission.

1. A three-year grant from the W. K. Kellogg Foundation (January 2020- December 2022) to support our Whole Child Approach (WCA);
2. In collaboration with the University of Notre Dame, a continuation of our implementation of the Read Haiti Literacy Project in the Central Plateau, to improve the Creole and French reading skills of 1st and 3rd-grade students. Initiated in January 2021, this project is slated to run through December 2023;
3. In collaboration with Mary's Meals, an ongoing program that provides a daily meal to the students in our network and beyond;
4. In collaboration with the University of Notre Dame, and supported by the W.K. Kellogg Foundation, Summits Education oversees the coordination of the Model School Network collective initiative from January 2021-December 2023.

Individuals and Family Foundations: This year saw an increase in donations by individuals and family foundations of 136%. We secured a new major unrestricted gift that will continue to support our operations for the next three years. Donations were made in response to a range of targeted campaigns that included:

- Annual Appeal
- Giving Tuesday
- Back to School
- Summit with Summits

Corporate: Part of our overarching long-term development strategy is to collaborate with corporations to support school sponsorship or provide annual contributions. Our first corporate sponsor, Flair Airlines, based in Canada, was secured this year.



Finances

2021 Revenue Sources	Total	%
Public Funding	\$ 332,283	6.4%
Private Organization Funding	\$ 2,697,485	52.3%
Individual Gifts	\$ 2,131,525	41.3%
Total Revenue	\$ 5,161,293	100%

2021 Spending Breakdown	Total	%
Program Services	\$ 3,189,623	92.6%
General & Administration	\$ 236,327	6.9%
Fundraising	\$ 17,652	0.5%
Total	\$3,443,602	100%

Program Services	Total	%
Extracurricular Activities & Summer Camps	\$ 6,350	0.2%
Health & Wellness	\$ 29,610	0.9%
Literacy Program	\$ 64,077	2%
Professional Development / Teacher Training	\$ 62,982	2%
Monitoring & Evaluation	\$ 48,977	1.5%
Model School Network (MSN)	\$ 54,662	1.7%
Textbooks, Academic Supplies / Materials	\$ 123,530	3.9%
School Meals & School Gardens	\$ 241,193	7.6%
Infrastructure Revitalization	\$ 240,055	7.5%
Program Personnel	\$ 226,417	7.1%
School Staff Payroll	\$ 759,918	23.8%
Scholarships	\$ 788,977	24.7%
Program Operations	\$ 542,875	17%
Total Program Services	\$3,189,623	100%

93% of spending is on program services!



Moving Forward

Though we saw significant increases in our funding this year, we will continue to prioritize increased financial stability and sustainability by maintaining a development strategy focused on board expansion and increasing our major donor base through targeted outreach and engagement efforts. Foundation and CSR cultivation will continue to be an integral part of a multi-pronged approach.

As we continue to strengthen and grow our program, we will look toward expanding our work to support girls' education and gender equity education with programs developed in collaboration with Zanmi Lasante and the Women and Girls Initiative. In addition, we will focus more deliberately on the social and emotional health and well-being of our students through a new SEL and anti-violence curriculum aimed at keeping our students safe and protected.

This year presented extraordinary challenges for Haiti. We will always see these as opportunities to better understand the complex needs of our students and our role in equipping them to face the future with strength, intelligence, resilience and above all, a sense of responsibility for themselves, their families, their communities, and their country.

We are grateful to all those who join us in accompanying this generation of hope.





Partners

Our partners provide critical funding across a broad range of programming. Without them, the work that we do would be severely impacted, and so would the quality of the education and services that we render to our students, principals, and teachers. We are ever so grateful to be working in partnership with these amazing organizations.



Board of Directors

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President, Quality Associates, Inc.

Marie Flore Chipps

Co-founder, Zanmi Lasante

Paul English

Co-founder, Lola

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Lily Kaplan

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We were saddened this year by the passing of our good friend and long-time board member, Nancy Dorsinville. She was a stalwart supporter of Summits and tireless advocate for the people of Haiti. Her sharp intellect and joyful presence will be dearly missed.



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