

Digicel Foundation Limited/USAID Enrichment Initiative to Increase Literacy at the Primary School Level

Annual Report April 1, 2014 – March 31, 2015



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By: Digicel Foundation

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Acronyms

AO	Agreement Officer
AOR	Agreement Officer's Representative
BoJ	Bank of Jamaica
BOQ	Bill of Quantities
CEO	Chief Education Officer
DF	Digicel Jamaica Foundation
DJ	Digicel Jamaica Ltd
DQA	Data Quality Assessment
EC	Enrichment Centre
ECC	Early Childhood Commission
EMMP	Environmental Mitigation and Monitoring Plan
EMP	Environmental Mitigation Plan
EMPR	Environmental Mitigation Plan and Report
EO	Education Officer
EP	Enrichment Programme
ERAI	Early Reading Assessment Inventory
ESTP	Education System Transformation Programme
GFLT	Grade Four Literacy Test
GoJ	Government of Jamaica
HCC	Host Country Contribution
ICT	Information & Communication Technology
M&E	Monitoring and Evaluation
MEC	Mobile Enrichment Cart
MoE	Ministry of Education
PM	Project Manger
PR	Public Relations
RD	Regional Director
RO	Regional Office
USAID	United States Agency for International Development



Table of Contents

Executive Summary.....	4
Project Overview.....	4
Key Technical Achievements.....	6
Project Outputs.....	7
Outputs 1&2: Enrichment Centres (ECs) Established in Schools across the Island / Mobile Enrichment Carts (MECs) Distributed to Selected Schools across the Island.....	7
Launch of Project	8
Identification and Approval of Project Schools.....	8
Call for Applications	8
Identification and Selection of Schools.....	9
Procurement of Materials and Technological Equipment	11
Retrofitting Works:	11
Materials and Technological Equipment	12
Output 3: Teachers Trained in Literacy Curriculum and Use of Technology	12
MoE Training.....	13
In-service Trainings	15

Online Forum	18
Training Modules	18
Output 4: Improved Performance Outcomes of Direct Beneficiaries in ECs and MECs	19
School of the Year Awards	20
Monitoring Student Performance.....	22
Output 5 - Collaborative Responses between Home and School for Successful Academic Interventions.	23
Conduct Sensitization Workshops for Parents	23
Output 6 - Effective Management of the Project	24
Oversight by DF Team	25
Collaboration with Stakeholders and Establishing Partnerships	25
Organisational Strengthening	27
Public Relations and Communications.....	27
External Audit	27
Financial Report: April 1, 2014 – March 31, 2015.....	28
Conclusion and Recommendations	29
Conclusion.....	29
Recommendations	30
Appendices.....	0
USAID Performance Indicators	0
Project Schools.....	0
Items provided by Coldax Mart Ltd – ECs	0
Items Provided by Coldax Mart Ltd – MECs.....	6
Top line Data for ERAI Assessments of Students in Sample Schools.....	9
Students Assessed February – March, 2014	9
Students Assessed September – October 2014,.....	11

Executive Summary

The project began in April 2013 with the overarching aim of facilitating improved performances of the Grade Four Literacy Test. This will be accomplished by providing the materials, training, and support necessary for the implementation of a literacy focused intervention called the Enrichment Programme, EP, in Grades 1 to 3 in ninety-five (95) schools across Jamaica. More specifically, the project aims to establish thirty-five (35) Enrichment Centres, and to provide a total of sixty (60) Mobile Enrichment Carts to primary schools over a three (3)-year period. The programme also seeks to provide training to a total of 190 teachers and to establish library corners in the ninety-five (95) schools engaged.

The first two years of the project saw DF meeting and/or surpassing targets in various areas. This includes the selection, and approval, of all schools to be included in the project; the introduction of the EP into the learning environment of 37,000 students, through the establishment of EC at thirty six (36) – and the provision of sixty-five (65) MECs to – primary schools across the island; the training of 128 teachers and principals; and the establishment of library corners in a total of ninety-seven (97) schools. These, along with other technical achievements, will be expounded upon in the ensuing report.

Not unexpectedly, the project faced various challenges in the implementation of the programme, including delays in the retrofitting of ECs and the downsizing of operations of the Camara Foundation in Jamaica. However, the project was able to take learnings and seek alternative solutions to challenges.

In light of the approaching end date of the project, the DF team has also made various recommendations regarding sustainability of the programme after 2016. A draft sustainability plan has been created for feedback from the MoE. This document and action steps will be discussed in quarterly Project Advisory Committee Meetings.

Project Overview

Jamaica has achieved almost universal enrolment rates at the primary school level. Despite this, the country faces economic and social constraints that mitigate the achievement of desired literacy competencies of primary school graduates. Statistics from the MoE state that approximately twenty-five percent (25%) of students leaving primary school are functionally illiterate.

As a remedy to this challenge, the MoE instituted a National GFLT as a developmental educational assessment of children in primary schools. The examination, and preparation for same, aims at identifying students performing below their expected grade level. These students would need additional assistance in mastering expected competencies before moving on to preparing for the school leaving Grade Six Achievement Test. This assessment has successfully identified students, and even entire schools which are having challenges meeting national literacy targets on a yearly basis. Successive government administrations, however, have struggled with finding viable solutions to the highlighted literacy problems at the primary school levels, with few interventions achieving significant and sustained results.

The EP has contributed to significant gains in the results that schools are achieving. Building on a pilot introduced in 2009, the programme's focus is to twin cutting edge ICT with specialised teaching methodologies and more individualised instruction for students who are having extreme difficulties in achieving their grade level in reading. The programme is delivered through two different interventions: ECs, which support a pull out programme in larger schools, and MECs which provide resources and allow for student-centred instruction within the traditional classroom setting in smaller schools. Already established in approximately 100 schools since 2009, within the first two years of implementation, the programme was seeing a modal average improvement of two (2) grade levels in reading of students receiving intervention for one year. This USAID co-funded project seeks to expand the EP over three (3) years to:

- ✓ Target an additional ninety-five (95) schools – thirty-five (35) ECs and sixty (60) MECs
- ✓ Positively impact the learning environment of 15,000 students through the MECs
- ✓ Positively impact the learning environment of an additional 25,000 students directly and indirectly through ECs
- ✓ Train 190 teachers

This project is a public/private sector partnership with USAID, DF and the MoE. Cost is shared as follows:

- USAID: US\$1,968,000.00;
- DF: US\$1,455,794.91; and
- MOE: US\$295,500.00.

The project has six (6) programme specific outputs, including the establishment of ECs, and library corners, delivery of MECs, training of teachers, and collaboration with other stakeholders. These, and the outlined activities under each, are monitored in an attempt to ensure the project is being carried out as best as possible. The project also reports on three specific standard USAID indicators to measure programmatic success. These are:

- Number of teachers/ educators/ teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support;
- Number of learners enrolled annually in primary schools and/or equivalent non-school based settings with USG support; and
- Proportion of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text.

This report will speak firstly to each output generally, including the rationale for including same as well as high level achievements. This will be followed by a report on accomplishments to date and key learnings from each activity under the output as is applicable. The report will close with a brief summary, and some recommendations for the remainder of the project, and the programme going forward. First, however, is the presentation of some of the key technical achievements of the project to date.

Key Technical Achievements

In the first two years of the implementation of the project, following key technical achievements have been made:

- Recruitment and hiring of Project Manager and two field officers;
- Selection of programme support officer by MoE (hereafter MoE Enrichment Specialist);
- Approval of various project documents including a three-year Monitoring and Evaluation (M&E) Plan, a three-year Marking and Branding Plan and Work plans for Years 1 and 2;
- Submission and approval of HCC documentation;
- Execution of programme launch, and requisite calls for applications;
- Selection and approval of thirty-six (36) schools to receive Enrichment Centres;
- Selection and approval of sixty-one (61) schools to receive Mobile Enrichment Carts;
- Procurement of off all items for all ninety-seven (97) schools in keeping with relevant USAID approved policies and procedures;
- Establishment of thirty-six (36) Enrichment Centres;
- Delivery of sixty-five (65) Mobile Enrichment Carts;
- Establishment of ninety-seven (97) Library Corners.;
- Training of 128 teachers;
- Provision of 167 hours of additional in-service training to teachers and principals;
- Implementation of the programme in the learning environment of 37,000 students;
- Successful DQA by AOR including finalization of Data Collection Methodologies to support reporting on USAID standard Indicators;
- Assessment of 538 students from twenty-five (25) schools as a representative sample to establish baselines for tracking progress of students involved in the programme in project schools;
- A total of 206 site visits conducted by members of the project personnel;
- Approval of EMP and submission of EMMP for year 1;
- Submission of all technical and financial reporting documents to date as per Cooperative Agreement;
- Modification to Cooperative Agreement after a full translation of the budget to increase the project target from thirty-five (35) to thirty-six (36) ECs;
- The completion of a situational analysis of DF policies and procedures by an Organisation Management Consultant for Capacity Building purposes;
- Certification of the project's key personnel in the management of USAID Grants and Cooperative Agreements;
- Completion of a financial audit of USAID and DF funds used during the first year of the project (April 9, 2013 – March 31, 2014);
- Drafting of an EP Manual to support the ongoing implementation of the programme in all schools; and

- The design of an online forum to support interaction between teachers implementing the programme, and sharing of resources.

Project Outputs

Outputs 1&2: Enrichment Centres (ECs) Established in Schools across the Island / Mobile Enrichment Carts (MECs) Distributed to Selected Schools across the Island

ECs are the original mechanism via which the EP is delivered in a school. These enhanced resource rooms are spaces, ideally the size of a typical class room, which are retrofitted to create an environment which is comfortable, stimulating, and print and technology rich. This space is used to support a pull out programme which is delivered through emersion sessions of thirty (30) to forty-five (45) minutes. Typically each student visits the centre two (2) to three (3) times per week. Ideally the students are pulled out in groups no more than fifteen (15) students and are grouped by age, grade, reading levels and/or educational needs. Students may also be scheduled for additional smaller group, or one-on-one sessions based on their needs.

In order to provide a data driven intervention that is tailored to the specific needs of the student, each child is assessed upon entering the programme. The findings of these assessments are used to inform the type of intervention students are provided with. Centres are equipped with various work areas, interactive audio-visual gadgets and manipulatives. They also contain child-friendly, ergonomic and readily mobile furniture which can be arranged to accommodate whole class, or group instruction and activities. Students can thus be assigned independent or group activities within the easy supervision of the Enrichment Centre Manager.

Following the success of ECs in schools across Jamaica, and in collaboration with the MoE, DF was tasked with designing an intervention which could provide similar resources, and support in schools that were not able to establish Centres. In particular, DF was asked to consider the case of smaller schools that had neither the space to establish a centre, nor the personnel dedicated to running a pull out programme. This intervention, it was hoped, would be able to provide much needed support to inner city as well as rural, deep rural, and often multi-grade, schools which were underperforming in literacy at the Grade four level.

Out of this need, the MEC was born. In keeping with international trends, this intervention strategy includes the provision of mobile resources that can be moved between classrooms. The MEC includes various leading edge technologies that allow for more student centric learning within the traditional classroom. Classroom teachers from Grades 1, 2, and 3 in participating schools receive the same training as Centre Managers. This aims to empower them to better support a class with diverse needs. The interactive audio-visual gadgets and manipulatives provided can be used, once again, for whole class interaction, or differentiated instruction and activities.

To date, ninety-seven (97) schools have been engaged through the project. Thirty-six (36) ECs have been established, and sixty-one (61) MECs have also been distributed to schools across all six (6) educational regions of the MoE.

Specific activities under these outputs include: the launch of the project; the identification, and approval of project schools; the procurement and distribution of the relevant materials to project schools; and the establishment of Library Corners at project schools.

Launch of Project



1 Representatives signing at the Launch of the Project

The project was officially launched on Friday April 19, 2013. The announcement of the USAID/Digicel Foundation partnership, and its targets of reaching 40,000 students in ninety-five (95) schools was carried by various media houses thereafter. The launch was also highlighted in DF's quarterly newsletter.

Identification and Approval of Project Schools

Call for Applications

As per the approved M&E plan, three calls for applications were carried out to encourage applications to the programme, and to increase awareness around the project. These calls for applications were carried out using various mediums including placements in print media; pushes via Digicel Foundation, Jamaica and Group social media pages; placement of an animated call (short video) on all Digicel Dealer and office screens, including external LED screens, and direct engagement of stakeholder groups such as the Jamaica Association of Guidance Councillors in Education, and the ROs of the MoE. The ROs, and Digicel

staff members were also invited to recommend schools they thought would benefit from the intervention.

The primary challenge arising from the call for applications was the quality of the applications received. Although the criteria for participation in the EP were included in all communication around the call, many of the schools that applied, or were recommended, did not fit the criteria.

The strategy that proved most effective for identifying and shortlisting schools was directly engaging the MoE. The ESTP, which had previously carried out extensive research based on GFLT results, site visits and needs assessments with a focus on special needs, was able to provide the project with list of schools they had previously shortlisted to receive the intervention. EOs of each region were also engaged, through their RD0073, and put forth their suggestions. Engaging with the MoE, and in particular the ROs also allowed the DF to confirm school data, to generate buy-in for the programme, and to encourage monitoring of the programme and the project schools by the MoE regional personnel.

Identification and Selection of Schools

As per the scope, the project sought to identify thirty-five (35) schools, from all six (6) educational regions, that would benefit from an EC and sixty (60) schools that would benefit from a MEC. Following discussions with all stakeholders, it was decided that the ninety-five (95) schools would be broken down into three Cohorts with geographic focuses as follows:

- Cohort 1 – 11 Centres and 20 MECs, primarily in Regions 3 and 4;
- Cohort 2 – 12 Centres, and 21 MECs primarily in Regions 5 and 6; and
- Cohort 3 – 12 Centres, and 19 MECs primarily in Regions 1 and 2.

REGION	PARISHES
1	Kingston & St. Andrew
2	St. Thomas, Portland & St. Mary
3	St. Ann & Trelawny
4	St. James, Hanover & Westmoreland
5	St. Elizabeth & Manchester
6	Clarendon & St. Catherine

The grouping of Cohort by region was agreed upon to facilitate various elements of the implementation of the programme. These include retrofitting of rooms, and delivery of items, in-service support to teachers, and monitoring site visits. The numbers assigned to each region, and parish was calculated based on the relative penetration of the Enrichment Programme across the island between 2009 and 2012.

All recommendations and applications were reviewed by DF to ascertain whether they were in keeping with the established criteria for involvement in the programme as detailed below.

ECs	MECs
<ul style="list-style-type: none"> - student population of over 500 students - identification of a suitable space to host the EC - identification of an appropriate teacher on staff to be dedicated to managing and delivering the programme on a full time basis - mastery of under sixty percent (60%) at the GFLT 	<ul style="list-style-type: none"> - student population of under 500 students - mastery of under sixty percent (60%) at the GFLT

Schools outside of these criteria may also be considered if a compelling case is made, or supported by the relevant RO¹.

Site visits were also made to all potential EC schools along with a Building Officer from the RO. These visits provided an opportunity to engage with the school administration and review the spaces identified to host the EC. Following these visits, selected schools were shared with the RD and CEO for concurrence and approval ahead of formally engaging the schools. As site visits are not made to all schools receiving MECs, particular weight was given to the recommendations of the EOs from the RO in order to identify schools to be shortlisted for approval.

To date, all thirty-five (35) EC schools, as per the original project scope have been identified and engaged. Based on savings in the establishment of ECs to date, USAID approved the establishment of one (1) additional EC as per Modification 01 approved on 14 November 2014. This school has also been selected and engaged. Similarly, all sixty (60) MEC schools, as per the original project scope have received their MECs.

Five (5) additional MECs have also been distributed. One additional MEC was provided to a Claremont All Age, Hanover. The remaining four went to schools already in receipt of an EC, which, following assessments, had overwhelming numbers of students in need of intervention, and were thus not able to timetable adequate numbers of sessions in the EC. These schools are Corinaldi Avenue Primary, John Rollins Success Primary, Hague Primary, and Lucea Primary Schools. They were provided with a MEC to be shared among their Grade 1 classes allowing the Centre Managers to focus on Grades 2 and 3 in the EC.

¹ Throughout the shortlisting and selection process, it became evident that there were various schools which did not meet the exact criteria for inclusion in the programme. It also became evident that, based on the number, and sizes of schools in each region, some parishes would have to be allocated more ECs where as some would benefit from more MECs. Upon examining data on schools in Regions 2, 5 & 6 it was evident that there were very few schools, of the correct size, that met the literacy requirements for an EC. In the case of Region Six, although it is the largest Region, with the most schools, many of them were achieving just above sixty (60) percent mastery in the GFLT. Even if the literacy requirements were relaxed to allow for schools which have a population that is so large that even while achieving over 60% mastery, there still remained a substantial amount of students which would benefit from the intervention, many were unable to identify a space, or teacher that could be dedicated to the programme. In St. Catherine in particular, it was found that many of the schools were still shift schools, in part due to space constraints. Regions Five and Two simply had fewer larger schools and those schools that met the size requirements were not underachieving in literacy. In each case, closest fit schools and recommendations from EOs from the Region were used to guide the schools that were visited and eventually shortlisted.

Procurement of Materials and Technological Equipment

To date, procurement of all services, items, materials and equipment has been completed for all thirty-six (36) EC schools, and all sixty-one (61) MEC schools.

Procurement activities for DF are carried out by the DJ procurement team who are responsible for the solicitation of all supplier quotations and subsequent engagement of suppliers. In keeping with their approved procurement policies and procedures, suppliers were engaged to carry out retrofitting works to ECs and for the provision of the materials and equipment provided through the EP. Suppliers are typically selected based on cost and expected quality of the goods / services to be provided.

Undergoing the procurement and approvals process has allowed for significant strengthening of the institutional capacity of the DF and wider DJ. As a direct result of the implementation of this project, various key personnel from the DF and DJ procurement teams have been able to benefit from training in the management of USAID Grants and Cooperative Agreements. The DF was also able to benefit from an organisational assessment provided by an external consultant. This assessment has led to various recommendations for organisational strengthening which are being implemented with the assistance of the consultant.

Retrofitting Works:

To date, retrofitting works have been completed. The below table highlights the retrofitting works that are undertaken to improve the learning environment in each school as is necessary.

CATEGORY OF WORKS	DESCRIPTION
Internal Works (Walls, Grill etc.)	Installation of drywall partitions and ceiling consisting of sheet rock and concrete board. These are supported by required lumber. Dry walls and ceilings will include tape and plaster, and concrete board will be rendered with a mixture of cement and sand. Necessary insulation may be required for proper usage of air conditioning units. Grills and/or Doors will be installed for necessary security as required.
Flooring and Associated Works	Existing floors will be hacked for the supply, and installation of floor tiles embedded in thin-set and matching grout to joints.
Painting and Associated Works	Walls will be prepared, and primed for the application of two coats of low sheen emulsion paint.
Electrical/Air Conditioning and Associated Works	The electrical works will include the upgrading of existing supply. Items of works will consist of cutting of holes and chases (for conduits etc.) in walls, floors, and ceiling to accommodate all required electrical points including plugs, switches, lights, panel boxes, and the installation of Air Conditioning units.

Materials and Technological Equipment

A list of the items provided to each Cohort of schools can be seen in Appendix II. In addition to the various items detailed in Appendix II, EP schools are also provided with additional resources such as computers, and library corners.

Based on a pre-existing partnership with the Camara Jamaica Foundation, DF was able to provide a total of 123 desktops and fifty-three (53) laptops to fifty-three (53) project schools. Unfortunately, in December, 2014, the Camara Foundation advised that they would be closing down their operations in Jamaica. As such DF engaged the Digicel Jamaica Procurement team to source desktop and laptop computers for the remaining schools.

In an attempt to encourage a culture of reading, DF designed and established library corners in each of the project schools. The complete library corner intervention includes the over 200 titles recommended by the MoE for guided and independent leisure reading; special attention was paid to cultural relevance, gender appropriate-ness and reading levels. The Spanish-Jamaican Foundation also supported the project by providing ten (10) bilingual titles.



2 Library Corner at Davis Primary School, St. Catherine.

In light of the space constraints in some schools, a mobile library cart was designed. This cart is an enclosed bookshelf on wheels. In addition, some schools also received various décor items inclusive of spongy alphabet tiles, mathematics mats, and colourful display boards that can be used to create a permanent or mobile reading corner.

All books for the library corners have been provided to all ninety-seven (97) project schools. Sixty-five (65) schools have also received a mobile library cart and décor items.

Output 3: Teachers Trained in Literacy Curriculum and Use of Technology

The training aspect of the programme has two (2) components. The first is carried out by the MoE. It includes various sessions on the EP, its rationale and components. The training aims to empower

teachers to better assist students to reach their fullest potential and to enhance the sustainability of the programme. Over the 3-year period, the project aims to train 190 teachers from ninety-five (95) schools in this manner. To date, 128 teachers from sixty-six (66) schools have been trained.

The second training component is one (1) year of continuous in-service support coordinated by DF. With any ICT-based programme, it is important that a training component is included. This consistent support hopes to empower teachers to practice their technology skills. Training sessions are a mix of practical hands-on examples, activities, and the theory behind the use of technology integration. To date, 167 hours of in-service training have been provided to teachers involved in the programme.

Other activities under this output are the creation of an online platform for all schools involved in the programme, and the creation of training modules which can be shared with involved schools. These additional resources are aimed at safeguarding the sustainability of the programme in the project schools.

MoE Training



3 Teachers are introduced to various materials provided at MoE Training

The MoE typically has two (2) three-day residential trainings for the year – one (1) over the Easter break, and one (1) in summer. These training sessions include the entire Cohort of schools and can have as many as 75 -100 participants. The training targets classroom teachers from Grades 1, 2 and 3 from schools with a MEC schools and Enrichment Centre Managers from schools with an EC. Other participants can include Principals and Vice Principals, EOs, and Specialists from the MoE, partner representatives from USAID and teachers from past beneficiary schools. This training is an intensive introduction to the programme including: assessment; record keeping; best practices; and instructional strategies best suited for the programme. Over the course of the programme, the project aims to provide each Cohort two (2) opportunities for whole group interaction.

To date three (3) of these trainings have been carried out as detailed below:

Date	Location	Teachers/ Principals Present			Cohort
		Male	Female	Total	
August 27 – 29 2013	El Greco / Wexford Hotel, St. James	3	65	68	1
August 18, 2013	Wexford Hotel, St. James	4	60	64	1
July 29 – 31 2014	Mandeville Hotel, Manchester	7	53	60	2

MoE representatives delivered the following:

- Literacy training focused on phonetics and word structure methods using ECRI (Exemplary Centre for Reading Instruction);
- Numeracy training focused on differentiating mathematics instruction, identifying learner needs, addressing the needs and tracking learner progress; and
- A special needs session which focused on teaching students with diverse needs.

Teachers also benefitted from sessions on creating data driven interventions; identification of common special needs; digital storytelling; the monitoring and evaluation of the programme; and an introductory session on the Mimio interactive software.

Upcoming trainings are scheduled to take place in April 2015 and in the summer of 2015.

From these experiences, the DF has identified various advantages, and some limitations associated with this model of training.

Advantages:

- The same information is disseminated to all schools at the same time;
- Schools get a chance to form partnerships with other project schools;
- Networking of Principals and Teachers is encouraged to facilitate collaborative learning and sharing of best practices;
- Cost of training is reduced significantly in whole group sessions;
- Residential trainings facilitate teachers doing group activities after the training; and
- Teachers benefit greatly from the expertise of the MoE.

Limitations:

- Not everyone is included in activities as the groups are often too big;
- Trainers are unable to go in depth as timing is limited;
- Individual sessions tend to be too short; conversely however, the training days tend to be quite long;
- People tend not to ask questions in big group sessions due to fear;
- Information gets lost because of room size;

- Brains shut down because of information overload; and
- Trainers are unable to assess the various needs of the group due to large cohort size and limited time for interaction.

In-service Trainings

In-service trainings are carried out by suppliers; MoE officers; other technology or education specialists; and/or the DF Training Officer. To date, 167 hours of in-service training have been carried out with teachers from sixty-six (66) schools. These training sessions have focused primarily on the use of materials and software provided and the integration of technology into the classroom. This represents over 85% of the original target of 190 hours of in-service training. The training sessions completed can be seen below.

Date	Topic(s) covered	Trainer	Location	Teachers trained	
				Male	Female
January 17, 2014 January 23, 2014 February 4, 2014 February 5, 2014	Use and Care of Materials Provided	Coldax Mart Ltd.	Davis Primary, St. Catherine Lucea Primary, Hannover John Rollins Success Primary, St. James Hague Primary, Trelawny	7	58
March 26 – 26, 2014	One-on-one support provided to teachers at twelve (12) schools involved in the programme, including use of the equipment / software provided; appropriate lesson planning and differentiated teaching and proper assessments of students and record keeping. (Site visits)	DF	Pondside Primary and Claremont All Age, Hannover Corinaldi Ave. Primary, Niagara Primary, Garlands Primary and Junior High, Irwin Primary, Lottery Primary, John Rollins Success Primary, and Adelphi Primary, St. James Hague Primary and Infant, Ulster Spring Primary and Wilsons Run Primary, Trelawny	2	12
May 14 – 15, 2014	One-on-one support provided to teachers at three (3) schools involved in the programme. (Site visits)	DF	Mount Nebo Primary, Mount Rosser Primary, and Davis Primary, St, Catherine		8
	One-on-one support provided at nineteen (19) schools involved in the programme. (Site visits)	DF	New Green Primary and Bethabara Primary, Manchester Kendal Primary, Askenish Primary, and Cornwall Mountain All Age,	4	22

			St, James Spring Garden Primary and Albert Town Primary, Trelawny		
June 3-6, 2014	Technology in the Classroom; How to get the most out of the books in the library corner; and Integrating Technology in the Classroom	DF Scholastic MoE	St. Catherine- June 3, Davis Primary Hanover- June 4, Lucea Primary St. James - June 5, Success Primary Trelawny - June 6, Hague Primary	5	63
June 10 – 11, 2014	Teachers were: introduced to the items in the Enrichment Cart; taught how to care and maintain equipment; and given tips and tricks on how to effectively use and integrate the materials given into the classroom	Coldax Mart Ltd.	Tropics View Hotel, Manchester	3	52
June 18, 2014	Technology in the Classroom; How to get the most out of the books in the library corner; and Integrating Technology in the Classroom	DF Scholastic MoE	John Rollins Success Primary, St. James		15
September 22- 23, 2014	Using the IDRI: Defining IDRI, structure, testing instructions, scoring and miscue analysis	MoE	The Mandeville Hotel, Manchester	4	47
November 4-5, 2014	Using the Computer as a Tool.	Technology Specialist	The Mandeville Hotel, Mandeville	3	54
December 10, 2014	Site visits to follow up on issues raised in last in-service training around use of computers (three (3) schools)	DF	Horizon Park Primary, Crescent Primary, and Friendship Primary, St. Catherine		3
February 2- 4, 2015	Teachers were: introduced to the items in the Enrichment Cart;	Coldax Mart Ltd.	The Mandeville Hotel, Manchester		52

	taught how to care and maintain equipment; and given tips and tricks on how to effectively use and integrate the materials given into the classroom				
March 10-12, 2015	Teachers received training on: how to effectively use and integrate the materials given into the classroom; ideal lesson planning and technology integration activities; guided reading and immersion strategies; and reviewed sample timetables	DF and MoE	The Mandeville Hotel, Manchester	1	47

Some challenges were also observed in the in-service training. For example, many of the teachers charged with delivering the programme have been found to have particularly low competences and comfort levels with the technological aspect of the programme. As such the training specialist has had to deliver additional basic trainings on technology and engage specialists to provide trainings on how to use technology as a tool for education.

This has proven to be an area of weakness which may inhibit the best possible implementation of the programme. Some teachers remain hesitant to engage with the materials and resources independently. Some cite a lack of access to shared resources and limited access to the internet as impediments to their improvement. This carries over into the use of other equipment provided as per the following section, in particular the Mimio technology.

Communicating with the teachers and schools has also proven to be very difficult. The DF communicates primarily by email, text messages, and follow up phone calls are also employed to ensure that schools are made aware of upcoming trainings. Despite these avenues, getting in contact with the schools, or getting responses from them often times proves difficult.



4 Teachers get introduction to the Mimio software

Online Forum

The project is in the process of creating an online portal to serve as a forum and information hub for all schools involved in the EP. To date, the design of the online portal has been finalised and the domain purchased. Content is currently being uploaded at <http://theknowledgeportal.org/>. It is hoped that this forum will serve as a central information hub, and facilitate increased collaboration between teachers and administrators involved in the programme and encourage peer-to-peer mentorship and support.

Training Modules

In an effort to further enhance the sustainability of the programme, DF has undertaken to create permanent training materials that can be distributed to schools involved in the programme. These will serve as a resource to school administrators and teachers involved in the delivery of the programme. By providing this reference information, the project hopes to address areas of concern highlighted regarding the implementation of the EP. These include:

1. Teachers generally receive intense support and training only during their first year of delivering the programme. It is hoped that the provision of training modules on all key aspects of the programme will allow the teachers to be able to revisit training on aspects they find themselves having challenges with.
2. There have been various cases of redeployment and attrition of teachers in schools over the life of the project. As such schools can find themselves without trained teachers to implement the programme. It is hoped that the training resources provided will be used to train new teachers who have to step in for their colleagues on occasion, or take over the management of the programme.
3. The resource can be shared with all schools previously engaged in the programme that may be facing similar challenges around training, redeployment and attrition of identified school

personnel implementing the programme. This allows for sustainability of the programme in schools.

The project has completed and shared with all stakeholders, the first draft of a familiarisation and training manual for teachers and principals for review and feedback. It is hoped that this manual will be finalised and ready for distribution during the 2015/2016 academic year. It will be provided to all project schools ahead of the closing of the project and will also be available for download from the online platform created.

The project also created an introductory video on the Enrichment Programme. It includes an overview of the programme and how it works, along with a description of the materials provided and their best uses. This video has been shared with all Cohort 1 and 2 schools. It will also be available for download on the online platform created. The video can currently be viewed on the DF YouTube page at <https://www.youtube.com/watch?v=jLksgpjd4Cc>.

Output 4: Improved Performance Outcomes of Direct Beneficiaries in ECs and MECs

This output looks at the intervention as it takes place in project schools. Monitoring these activities provides the project with an idea of how the programme is being implemented by the teachers and principals as well as the achievements being made with regards to improvements in student reading. It also includes an award and recognition of notable work, which will serve to improve the promotion of success through the provision of positive incentives.

To date, the Programme has been incorporated into the learning environment of 37,000 students; 19,173 boys and 17,827 girls².

Activities under this output include the design and implementation the School of the Year awards, the tracking of the performance of students involved in the programme, and site visits to project schools.

² This figure is in keeping with the definition of the USAID standard indicator *Number of learners enrolled annually in primary schools and/or equivalent non-school based settings with USG support* which sees all students enrolled in project schools as direct beneficiaries of the project.

School of the Year Awards



5 Wilson's Run Primary is awarded School of the Year

The School of the Year suite of awards seeks to highlight extraordinary participation in the programme by various stakeholders. It has four components highlighting Schools, Teachers, Students, and Parents. The award programme was conceptualised in collaboration with the MoE. It is hoped that the award will incentivise all stakeholders to maintain a high standard of implementation and, in so doing, help maintain the momentum of the programme. Criteria for selection – including attendance of teachers at training, submission of termly reports to DF, parental participation, and student performance – were identified and shared with MoE and USAID for their concurrence. Once feedback was received from both parties, the criteria were finalised. The selections process began July, 2014.



6 Teacher of the Year, Lucea Primary with students of the year

During the August 18, 2014, Enrichment Forum of Cohort 1 principals and teachers at the Wexford Court Hotel in Montego Bay, Lucea and Wilson's Run Primary Schools were announced as the EC and MEC Schools of the Year 2013. The schools were awarded a grant of J\$200,000 and J\$100,000 respectively. Each school was also presented with a branded plaque with the USAID, MoE, and DF logos.

In keeping with established criteria, Jodi-Ann Campbell from Lucea Primary, and Karen Malcolm, and Jeanette Hills from Wilson's Run Primary were identified as the EC and MEC Teachers of the Year 2013 respectively. They were each presented with a day pass for two (2) at Sunset Beach Resort and dinner for two (2) at Roundhill Hotel & Villas.

Five students of the Year were also identified: Hue-Mario Malcolm, and Mikilah Fernandez of Lucea Primary; Orlando Scarlett of Petersfield Primary; and Shaday Ellis, and Javaede Stevens of Wilson's Run Primacy. Members of the project travelled to the schools on September 2 and 3, 2014 to surprise the students and their parents with the announcement of their award and prizes. Each student was awarded with the following:

- A branded plaque with the logos of MoE, DF and USAID;
- An android tablet computer;
- A J\$50,000 educational grant; and
- Auxiliary school fees covered until graduation from primary school.



7 Student of the Year, Petersfield Primary, practicing spelling with his mother

Finally, following nominations by the top six (6) participating schools, Patricia Aransibia of Davis Primary was selected as the Parent of the Year 2013. On November 26, 2014, Ms. Aransibia was surprised at Davis Primary with her award. She was provided with a smart phone, Digicel call credit, and J\$50,000 to spend at her supermarket of choice. All items have been handed over to the awardee.

The announcement was followed by coverage in the print and electronic media. A video congratulating Ms. Aransibia was also made, and shared on DF social Media platforms. The video can be viewed at <https://www.youtube.com/watch?v=g7Gm2wxglw>.



8 Parent of the Year receives her award

Monitoring Student Performance

This project reports on the USAID standard indicator 3.2.1-27 - *Proportion of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level texts*. In order to do so, the project is tracking the progress of two Cohorts of students engaged in the programme. These students are taken from a representative sample of twenty-five (25) schools and will be assessed three times over the course of the project. The sample schools represent just over twenty-five (25) percent of the project target number of schools. Sample schools were selected with consideration for the type of intervention being implemented at the school (MEC/EC); the geographic spread of the project; and the breakdown of rural/urban locale of project schools. Students are assessed within the first month of beginning the intervention in order to establish a baseline against which to compare improvements in reading. Students are then assessed at the end of the academic year and finally at the end of their second year of involvement in the programme. Student grade reading levels are established using the USAID/MoE developed ERAI tool. All assessments are carried out by members of the project or with the assistance of trained volunteers.

Assessments of a total of 271 Grade 1 students from these sample schools were completed between January 24, 2014 and February 25, 2014. These students represent the first Cohort of students to be tracked. Their baseline data showed that of these students, 160 or approximately sixty percent (60%) were male and 108 or approximately forty percent (40%) were female. Approximately fourteen percent (14%) of the students assessed were reading at, or above, the Grade 1 level.

Between September and October 2014, the project finalised the collection of data to establish baselines by carrying out assessments with 267 students from the previously approved representative sample of twenty-five (25) schools. These represent the second Cohort of students to be tracked over the project life. Of these students, 159 or approximately sixty percent (60%) were male and 108 or approximately

forty percent (40%) were female. Approximately six point four percent (6.4%) of the students assessed were reading at, or above, the Grade 1 level³.

Tracking of the students' progress will continue with assessments in June of 2015 and 2016 to obtain midline and end-line data respectively for both cohorts.

The project team also makes site visits to project schools. These site visits can be unsolicited, or in response to highlighted issues on the ground. They provide the opportunity for the project team to engage directly with the principals and teachers involved in the programme and vice versa, which helps sustain buy-in from all parties. These visits also allow the project team to observe how the programme is being implemented, and offer additional support where possible. On monitoring site visits, classes may be observed; inventory lists, student records and lesson plans may also be reviewed. To date, a total of 206 site visits have been made to schools involved, or hoping to become involved, in the programme.

Output 5 - Collaborative Responses between Home and School for Successful Academic Interventions

Conduct Sensitization Workshops for Parents

The EP is designed to include the involvement of all key stakeholders in a child's education. This must include parents. Studies continue to show that children of actively involved parents tend to have higher achievements, show improved attendance rates, and even display higher self-esteem. This is consistently true regardless of their socioeconomic status or parental education level. In light of this, the project supports schools in - and actively seeks out ways in which to facilitate the engagement of parents at their schools. The project also seeks out other opportunities to empower parents to be more involved in their children's education.

This is done primarily in two ways. Firstly teachers implementing the EP are encouraged to sensitise parents about the programme, how it works and what they can do to support it. Secondly, the project seeks to support, and provide, opportunities for all parents to be engaged in, and empowered to support, the education of their children.

To date there have been 1,127 documented interactions with parents of students in schools through the project. Some examples of these interactions are highlighted below.

- Teachers report on engaging 464 parents, thirty-six (36) males and 428 females in sensitization activities around the programme.
- Over the course of parents' month, celebrated in November in Jamaica, the project, in collaboration with the MoE, implemented a pilot initiative to encourage increased parental involvement in five (5) partner schools in western Jamaica. Each session was designed as a

³ See attached appendices for a disaggregation of student data by gender and locale for each cohort

Parent Sensitization and Games Night. Topics such as managing behaviour for academic success were explored. Project personnel also explained more about how the EP works, and what it hopes to achieve. 284 parents participated in these sessions as detailed below.

Date	School	Attendance
November 19	Hague Primary	30 parents
November 20	John Rollins Success Primary	156 parents
November 26	Corinaldi Primary	27 parents
November 27	Lucea Primary	48 parents
November 28	Irwin Primary	48 parents

- Feedback from participants was generally positive. Parent turnout was highlighted as the largest challenge. Some challenges noted in getting parents to come out to school activities include the socio-economic situation of some parents, and conflicting work schedules, particularly for those working in the tourism or service industries. Other parents are themselves unable to assist their children due to their own limited formal education. Notably schools with the strong leadership had the best turnouts.
- The project invited approximately 200 parents of students involved in the EP to attend Muminar 2014 held under the theme *Beneath the Mask - Unveiling the Real You*. The Muminar series was created to provide direct support to parents, including professional advice. The 2014 staging touched on issues of financial, physical and emotional health. Fifty-three (53) parents from project schools were in attendance.



9 Fielding questions from the audience, John Rollins Success and addressing parents at Irwin pilot activities

Output 6 - Effective Management of the Project

The project engaged in various activities to ensure the best possible implementation and sustainability of the project. Achievements under this output include the engagement of all project staff, including an accountant; designation of an EP Specialist by the MoE with whom oversight for the programme sits,

and who serves as primary liaison between the project and the MoE; the generation of increased awareness around the programme; and the successful external audit of the first year of the project.

Specific activities under this output include oversight by DF, and external audits.

Oversight by DF Team

Beyond ensuring that the project is being executed in keeping with the cooperative agreement, the DF has consistently sought to maximise support for, and outcomes of the programme with an end to ensuring that students engaged in the programme are afforded the best possible opportunities to succeed. This had been done by improving collaboration with stakeholders, and by engaging with like-minded organisations to further enhance the roll out of the project, increase awareness around the project, and strengthen the organisational capacity of the DF.

Collaboration with Stakeholders and Establishing Partnerships

Since inception, project has prioritised collaboration with the MoE and USAID, to ensure the best possible implementation of the programme. Additionally, the project sought input from various bodies, including the ECC, the Jamaica Library Service, and the Spanish-Jamaican Foundation, the with an aim to further strengthening the project.

Collaboration with USAID has included ensuring all reports and documentation, inclusive of monthly financial reporting; quarterly technical reporting; annual work plans; monitoring and evaluation plans; yearly EMMR; programmatic reporting; DQAs; and auditing processes are completed in a timely manner. In addition, the project meets and corresponds regularly with the relevant USAID representatives to ensure that they are informed about programme activities, and to ensure that the project is availing itself of opportunities for capacity building offered by the USAID Jamaica. As a result of this, project personnel have participated in various USAID training including best practices in Development Outreach and Communication, Procurement and Grant Management, USAID's country strategy and use of USAID tools such as TraiNet.

The project has also benefitted from USAID/MoE developed tools such as the ERAI and ERAC with the first being used by the project to carry out assessments and the latter by the project schools to inform intervention planning. In addition to the use of these tools, the project has also benefitted greatly from close collaboration with USAID's second educational project focused on early grade reading, the *USAID/MoE Partnership for Improved Reading Outcomes Activity*. The project has been invited to attend steering committee meetings, workplan meetings, and project staff trainings. This had proven to be extremely useful as it has allowed the project to benefit from the wealth of information, and knowledge and resources coming out of this, and previous USAID-funded projects in the areas of gender and gender aware instruction; parent focused outreach; training USIAD/MoE tools and strategies; as well as best practices for the monitoring and evaluation of the EP.

The project has also sought to work very closely with the MoE in order to create buy-in, and thus support for the programme. One important achievement is the identification of an Enrichment Specialist by the MoE. Outside of this one person, with whom immediate oversight for the programme resides, the project has worked assiduously to engage the ROs and relevant persons from Central Ministry in the implementation of the project. ROs have been heavily involved in the process of selecting schools to be involved in the project. They have all been engaged to assist in arranging for the signing of MoUs with each school. Representatives from all regions have been fully briefed on the EP, its aims, methodologies, and the roles and responsibilities of the various parties including MoE, the schools, DF and USAID. ROs and their officers have also been pivotal in providing training to project schools.

As noted above, the project has also engaged various local government and non-government entities with an aim to further strengthen the programme so as to increase its impact and enhance its sustainability. The ECC has been invited to assist in drafting a sustainability plan for the programme while both the Spanish-Jamaican Foundation, and the Jamaica Library service supported the project in the creation of reading corners for project schools.

In October, 2013 the Project Manager attended the mEducation International Symposium in Washington D.C. where the EP was highlighted. The Project Manager was able to get useful feedback on the implementation of the programme and how it can be replicated, as well as gain technical insight into various projects being implemented across the world. The programme was also featured on the mEducation website, and in the annual mEducation tweetup (#mEducation2015) which took place in February 2014.



10 Signing of MoU with the Spanish-Jamaican Foundation

Organisational Strengthening

In the DFs original proposal document to USAID it was noted that:

While the DFL has been implementing successful programs in various sectors of development, there are some systems that can be further strengthened in order to increase our capacity to manage and attract international donor funding. In particular, the DF would greatly benefit in gaining training in the following areas, ranked in priority need:

- *Monitoring & Evaluation;*
- *Strategic Planning and indicator frameworks;*
- *Accounting Procedures; and*
- *Procurement Procedures*

In keeping with this specified need, external management consultants were engaged to carry out an assessment of DF including a review of DF policies, and procedures using the Organisational Capacity Assessment Tool (OCAT). The consultants were then able to develop updated policies and procedures based on the gaps identified, and supporting capacity building sessions with key staff members. The consultants completed their activities with the organisation during the last quarter.

In addition to the above activities, key project personnel and other Digicel staff completed a training course in Grants and Cooperative Agreements for USAID and Partners carried out by Claro KC. The training took place between October 21 and 24 at the Digicel Headquarters and covered various standard and non-standard provisions of USAID agreements. Participants were issued with a certificate upon completion of the course.

Public Relations and Communications:

Over the past two years, the project has generated a total of JM\$10,521,174 in advertising value. This has been garnered through features, and coverage of various project related activities in the print and electronic media. The programme has also been regularly featured on the social media platforms of the Digicel and in their electronic magazines and newsletters.

External Audit

The successful external audit of the first year of the project was carried out by BDO Jamaica. The auditors spent a period of ten (10) days doing related site works both at Digicel Headquarters as well as to partner schools. One audit recommendation was that the project would create an asset management registry for each of the schools with ECs. The project team has begun the process of visiting schools already in receipt of their items to create same and will continue to do so as additional schools come online. The external audit of the second year of the implementation of the project is scheduled to take place in the upcoming project year.

Financial Report: April 1, 2014 – March 31, 2015

USAID approved a total budget of *US\$1,968,000* for the three-year **Cooperative Agreement AID-532-13-00003 Enrichment initiative to Increase Literacy at the Primary Level** commencing implementation on April 9, 2013. This sum is equivalent to *J\$ 194,832,000* when calculated at an exchange rate of *J\$ 99*.

Based on figures from the BoJ during Yr2 of the project, the United States Dollar exchange rates devalued from *J\$ 109.85* for the month ending April 2014 to *J\$ 115.34* in the month ending March 2015. This is an average exchange rate of *J\$ 113.15* over the entire period. The Cooperative Agreement was fully translated into Jamaican Dollars following a modification approved on 14 November 2014. The modification also included allocation of FX savings of amount *J\$ 14,355,863* due to exchange rate differences in the budget calculations at the beginning of the project when compared to the exchange rate at the above date of the modification. The new approved budget total is *J\$ 209,187,863*.

The budget based on the approved Yr2 work plan is *US\$630,333.30*. Using the exchange rate for the above mentioned Cooperative Agreement modification, this sum amounts to *J\$ 66,998,126*.

Disbursements from USAID over the period amounted to *J\$ 66,995,411.64*. This amounts to 100% of the overall budget for Yr2. Expenditure over the same period amounted to *J\$ 62,861,665.14* and represents 94% of the Yr2 budget and 94% of total disbursements for the year. As at 31 March 2015, total expenditures for the project summed to *J\$ 139,649,941.86*. This represents a disbursement of 67% of the overall budget of the project (See Table 1 below).

Based on the HCC accepted by USAID, the GoJ contribution to the project over the period was *J\$ 198,673,442* (See Table 2 below). The total contribution as at 31 March 2015 was *J\$ 292,993,411*.

Total spend for DF for the period was *J\$ 69,103,998.07*.

Total spend for the period for DF, USAID and GoJ was *J\$ 330,639,105.21*. Total expenditure of the project for all three partners as at 31 March 2015, was *J\$ 527,940,516.09*.

A financial audit of Yr1 of the project was successfully completed by BDO Chartered Accountants. The final audit report was submitted to USAID. The Yr2 fiscal audit will be completed during Yr3 of the project.

Table 1

Line Item	Approved Budget (US\$)	Revised Budget after mod. (J\$)	Yr2 Advances (J\$)	EXPENDITURE (J\$)					Project Budget Total	Project Budget Balance (J\$)
				Yr2						
				Q1 Apr – Jun 2014	Q2 Jul – Sep 2014	Q3 Oct – Dec 2014	Q4 Jan – Mar 2015	Total		
Personnel	291,250.00	36,098,715.00	14,442,144	3,043,000.00	2,793,000.00	2,748,646.63	3,049,102.66	11,633,749.29	18,913,461.21	17,185,253.79
Travel	17,750.00	1,757,201.00	44,053	-	-	81,945.12	-	81,945.12	333,946.12	1,423,254.88
Equipment	1,590,000.00	160,077,332.00	47,608,074	2,842,125.00	755,391.00	13,967,121.56	29,222,394.40	46,787,031.96	116,043,596.21	44,033,735.79
Supplies	3,000.00	297,000.00	150,863	150,863.00	-	-	-	150,863.00	150,862.55	146,137.45
Contractual	66,000.00	8,447,304.00	2,211,227	-	1,881,054.00	-	-	1,881,054.00	1,669,024.00	6,778,280.00
Capacity Building	0	2,510,311.00	2,539,052	-	-	1,266,871.77	1,060,150.00	2,327,021.77	2,539,051.77	(28,740.77)
Total	1,968,000	209,187,863	66,995,413.56	6,035,988.00	5,429,445.00	18,064,585.08	33,331,647.06	62,861,665.14	139,649,941.86	69,537,921.14

Table 2

Project Activities	Project Activity Costs Yr1 (J\$)	Project Activity Costs Yr2 (J\$)	Total Contribution Yr1 + Yr2 (J\$)
PROJECT PERSONNEL:			
Salaries			
National Literacy Coordinator (25%)	891,904.00	891,904.00	1,783,808.00
Enrichment Programme Specialist (100%)	1,297,319.00	2,594,638.00	3,891,957.00
Sub-Total	2,189,223.00	3,486,542.00	5,675,765.00
Travel Expenses & Subsistence			
Upkeep allowance	514,500.00	514,500.00	1,029,000.00
Mileage Allowance	540,000.00	540,000.00	1,080,000.00
Subsistence Allowance	105,000.00	105,000.00	210,000.00
Sub-Total	1,159,500.00	1,159,500.00	2,319,000.00
SCHOOL LEVEL RESOURCES:			
Room/Space for Enrichment Centres			
Physical space for Enrichment Centres	3,315,797.00	7,535,903.00	10,851,700.00
Utilities	2,244,000.00	5,100,000.00	7,344,000.00
Sub-Total	5,559,797.00	12,635,903.00	18,195,700.00
Personnel			
Grades 1, 2 & 3 teachers (40%)	43,109,136.00	88,373,778.00	131,482,914.00
Project school Principals (25%)	21,739,804.00	46,284,744.00	68,024,548.00
Enrichment Centre Manager (100%)	20,562,509.00	46,732,975.00	67,295,484.00
Sub-Total	85,411,449.00	181,391,497.00	266,802,946.00
Total	94,319,969.00	198,673,442.00	292,993,411.00

Conclusion and Recommendations

Conclusion

Following two years of implementation, the project has met and surpassed targets in various areas. The programme is now being implemented in a total of ninety-seven (97) project schools; thirty-six (36) EC schools, and sixty-one (61) MEC schools. One hundred twenty-eight (128) teachers and principals were trained in the key tenets of the programme including literacy, numeracy, special needs, diagnostic intervention, and differentiated instruction. One hundred and sixty-seven (167) hours of additional in-service support has also been made available to teachers from project schools, all of which have been provided with supplemental books to establish library corners. These achievements have resulted in improvements of the reading environments of 37,000 students across all six (6) educational regions. Although the project had not yet carried out independent mid-line assessments of students involved the

programme, the five (5) top performing schools from the first cohort have reported an average of almost one grade improvement in reading per student after only six months of intervention.

Other achievements by the project include the design and implementation of the 'School of the Year' suite of awards, highlighting the extraordinary efforts of one parent, two schools, three teachers and five students. The project also designed and carried out a parenting engagement and empowerment pilot programme which resulted in the direct engagement of over 300 parents from five (5) schools in western Jamaica. The feedback from both initiatives has been very positive. The project personnel looks forward to continued engagement of principals, teachers, students, and particularly parents throughout the remainder of the project.

In addition to the committed resources of USAID, the MoE and DF, as laid out in the cooperative agreement, the project continually leverages additional support for the programme. This has resulted in fruitful conversations with the ECC, and the Jamaica Library service and partnerships with the Camara Jamaica Foundation, and the Spanish-Jamaican Foundation which have further enhanced the support the project has been able to provide to the project schools. The project will continue to promote the objectives and achievements of the programme and seek out collaboration with organisations which can add value to the teaching and learning experiences in our primary schools.

Recommendations

As the project moves into its final stages, the project would like to make the following suggestions. Coming out of savings made to date, the project proposes the creation of seven (7) additional ECs, along with a seven (7) month, no cost extension to the programme to ensure that these centres can be fully established, from school selection through teacher training and monitoring. With regards to the selection of additional schools, a relaxation of the criteria of under sixty percent (60%) mastery at the GLFT for larger schools is also suggested. This is based on both the needs of larger schools, and the capacity of the centres. For larger schools, in keeping with their population size, even if they are achieving over sixty percent (60%) mastery at the GFLT they still generally have a large number of students in need of intervention. Assuming a comfortable number of students to have involved in the remedial Enrichment Programme to be seventy (70) students, a school of 700 students achieving over seventy-five percent (75%) mastery at the GFLT could easily still have that number of students in need of intervention from Grades 1 – 3.

Based on observed competences in technology, and feedback from teachers, the project would also recommend the continued engagement of teachers via in-service trainings. These smaller scale trainings allow for more individualised attention for the teachers. It also affords them a better opportunity for practical exercises, allowing them to put what they are learning into practice while still under the supervision of the trainers. While the project has explored the idea of developing a prescriptive syllabus of training for in-service trainings, it is recommended that a non-prescriptive programme is better able to attend to the particular needs of each Cohort of teachers with respect to the programme.

In addition to continued support for the teachers involved in the programme, the project strongly recommends increased sensitisation for principals, and MoE personnel such as RDs, and EOs. In addition

to the objectives, and methodologies of the programme, this sensitisation would provide an opportunity to address issues which have posed challenges to the programme historically. Some such issues could include: the importance of participation in trainings; keeping up with requisite reporting; care and security of items provided; and succession planning. This increased engagement will also serve to encourage buy-in in the programme, and thus accountability and effectiveness. It is hoped it will also lead to improved monitoring, and sustainability of the programme. The project additionally recommends that amended parent contract, student contract and Individual learning plans, currently under review with the MoE, be shared with all project schools as this will help the teachers to engage other important stakeholders, and better plan for, and monitor their interventions.

Appendices

USAID Performance Indicators

PERFORMANCE			2013-2014			2014-2015			2015-2016			TOTAL	
INDICATORS													
Indicators	Unit	Disag	Baseline	Target	Actual	Baseline	Target	Actual	Baseline	Target	Actual	Target	Actual
USAID STANDARD													
INDICATORS													
Number of teachers/ educators/ teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support	Number	Male	Zero	3	3	Zero	8	7	Zero	8	6	19	16
		Female	Zero	65	65	Zero	53	53	Zero	53	47	171	165
		Total	Zero	68	68	Zero	61	60	Zero	61		190	128
Number of learners enrolled annually in primary schools and/or equivalent non-school based settings with USG support	Number	Male	Zero	6,525	7,137	Zero	6,738	6,710	Zero	6,738	5,326	20,001	19,173
		Female	Zero	6,525	7,302	Zero	6,737	5,582	Zero	6,737	4,943	19,999	17,827
		Total	Zero	13,050	14,439	Zero	13,475	12,292	Zero	13,475	10,269	40,000	37,000
Proportion of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	Number	Male	9.2%	12.2%		Zero			Zero				
		Female	20.4%	24.4%		Zero			Zero				
		Total	13.7%	17.2%		Zero			Zero				

Project Schools

School	Population	Boys	Girls	EC/ MEC	Year Engaged	Region
Cavaliers All Age	92	53	39	MEC	2015	1
Central Branch All Age	692		692	EC	2015	1
Golden Spring Primary	583	313	270	EC	2015	1
Grove Primary	223	103	120	MEC	2015	1
John Mills Primary & Junior High and Infant	970	550	420	EC	2015	1
Mount Fletcher Primary	259	136	123	MEC	2015	1
Norman Gardens Primary and Junior High	512		512	EC	2015	1
Rennock Lodge All Age	143	102	41	MEC	2015	1
St. Andrew Primary	544	305	239	EC	2015	1
St. Anne's Primary	398	229	169	EC	2015	1
St. Benedict's Primary	642	371	271	EC	2015	1
Stony Hill Primary and Junior High and Infant	850	517	333	EC	2015	1
Swallowfield Primary and Junior High	918	489	429	MEC	2015	1
Tavares Gardens Primary	203	107	96	MEC	2015	1
Aeolus Valley All Age	65	39	26	MEC	2015	2
Albion Mountain Primary	133	63	70	MEC	2015	2
Annotto Bay Primary	336	232	104	EC	2015	2
Boscobel Primary	248	134	114	MEC	2015	2
Bull Bay All Age	64	41	23	MEC	2015	2
Free Hill Primary and Infant	367	212	155	EC	2015	2
Gayle Primary	167	84	83	MEC	2015	2
Hampstead Primary	131	84	47	MEC	2015	2
Johns Town Primary	60	28	32	MEC	2015	2
Mason Hall Primary	71	47	24	MEC	2015	2
Orange Bay Primary	93	44	49	MEC	2015	2
Reach Primary and Infant	80	49	31	MEC	2015	2
Rowlandsfield Primary	60	30	30	MEC	2015	2
Rural Hill Primary	65	36	29	MEC	2015	2
Wallingford Primary	43	22	21	MEC	2015	2
Windsor Castle All Age	309			EC	2014	2
Yallahs Primary	1257	650	607	EC	2015	2
Albert Town Primary and Infant	574	255	319	EC	2013	3
Brampton All Age	112	56	56	MEC	2013	3

Claremont All Age	423	218	205	MEC	2013	3
Falmouth All Age	468	258	210	MEC	2013	3
Hague Primary and Infant	1097	544	553	EC	2013	3
Spring Garden Primary and Infant	184	93	91	MEC	2013	3
Ulster Spring Primary	157	76	81	MEC	2013	3
Wilson's Run All Age	80	42	38	MEC	2013	3
Adelphi Primary	121	62	59	MEC	2013	4
Askenish All Age	168	97	71	MEC	2013	4
Bethel Primary	810	360	450	EC	2013	4
Claremont All Age	168	86	82	MEC	2013	4
Corinaldi Avenue Primary	1662	730	932	EC	2013	4
Cornwall Mountain All Age	159	81	78	MEC	2013	4
Cove Primary	145	76	69	MEC	2013	4
Garlands Primary and Junior High	214	109	105	MEC	2013	4
Irwin Primary	948	488	460	EC	2013	4
John Rollins Success Primary and Junior High	1002	504	498	EC	2013	4
Kendal Primary	308	149	159	MEC	2013	4
Little London Primary	856	411	445	EC	2013	4
Lottery Primary	100	55	45	MEC	2013	4
Lucea Primary	906	439	467	EC	2013	4
Niagara Primary	82	42	40	MEC	2013	4
Petersfield Primary and Infant	839	421	418	EC	2013	4
Pondside Primary	140	72	68	MEC	2013	4
Sheffield All Age	404	239	165	MEC	2013	4
Alligator Pond Primary and Infant	148	88	60	MEC	2014	5
Bethabara Primary and Junior High	477	245	232	MEC	2013	5
Bethlehem All Age and Infant	263	141	122	EC	2013	5
Bryce Primary	501	249	252	EC	2014	5
Bull Savannah Primary and Infant	495	220	275	EC	2014	5
Geneva Primary	167	102	65	MEC	2014	5
Lititz All Age and Infant	251	133	118	MEC	2014	5
Mile Gully Primary	332	171	161	MEC	2014	5
Mt. Olivet Primary	134	85	49	MEC	2014	5
New Green Primary and Junior High	403	250	153	MEC	2013	5
Patrick Town Primary	133	70	63	MEC	2014	5
Richmond Primary	112	61	51	MEC	2014	5
Robins Hall All-Age	134	69	65	MEC	2014	5

Rose Hall All Age	80	40	40	MEC	2014	5
Roses Valley Primary	100	58	42	MEC	2014	5
Slipe Leased Primary	250	135	115	MEC	2014	5
Thornton Primary	186	105	81	MEC	2014	5
Zion Hill Primary	205	113	92	MEC	2014	5
Aenon Town All	298	185	113	MEC	2014	6
Chandlers Pen Primary and Junior High	260	152	108	MEC	2014	6
Crescent Primary	835	449	386	EC	2014	6
Davis Primary	674	321	353	EC	2013	6
Elgin Primary	87	45	42	MEC	2014	6
Friendship Primary	1601	854	747	EC	2014	6
Gimme-me-bit Primary	160	74	86	MEC	2014	6
Guanaboa Vale Primary	76		76	MEC	2014	6
Guys Hill Primary	455	246	209	EC	2014	6
Hayes Primary and Junior High	916	545	371	EC	2014	6
Horizon Park Primary	430	215	215	EC	2014	6
Kitson Town All Age	405	244	161	EC	2014	6
McAuley Primary	850	458	392	EC	2014	6
Milk River Primary	155	95	60	MEC	2014	6
Mount Nebo Primary	378	152	226	MEC	2013	6
Mount Providence Primary	130	64	66	MEC	2014	6
Mount Rosser Primary and Infant	117	65	52	MEC	2013	6
Port Henderson Primary	386	200	186	EC	2014	6
Race Course Primary	590	305	285	EC	2014	6
St. Mary's All Age	414	238	176	EC	2014	6
Thompson Town Primary and Infant	352	250	102	MEC	2014	6
Treadlight Primary	355	195	160	EC	2014	6

Items provided by Coldax Mart Ltd – ECs

Cohort 1:

Quantity	Description/Equipment
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FURNITURE:

- | | |
|----|--|
| 1 | Whiteboard 4'x8' (installed) |
| 1 | 60x30 Cherry/Grey desk complete with 3 drawer pedestal |
| 1 | Task Chair swivel with arm- Teacher |
| 5 | Student Work Station 36'x36' |
| 5 | Computer Desk with Keyboard tray |
| 1 | Horseshoe Reading Station with 6 stools |
| 25 | Student Chairs (Virco) |
| 1 | 4 Draw Filing Cabinet |
| 1 | 2 Door Storage Cupboard |

SAFETY:

- | | |
|---|-------------------------------|
| 1 | Fire Extinguisher (Installed) |
|---|-------------------------------|

ELECTRONICS:

- | | |
|---|--|
| 1 | Mimio Teach, Capture 3 and two (2) Mimio Pad |
| 1 | Multimedia Projector 2800 Lumens |
| 1 | Multi Function (Print/Scan/Copy/Fax) Printer |
| 1 | 21" Flat Screen TV |
| 1 | DVD with Karaoke |
| 1 | Portable Player |
| 1 | Power Learning Center with 6 Headphones |
| 4 | Interactive Line UPS 700KV |
| 5 | Powerstrips |

LITERACY:

- | | |
|---|---|
| 1 | Large Traffic Signs |
| 1 | Reading Comprehension Cards - Grade 2 LER 5500 |
| 1 | Reading Comprehension Cards - Grade 3 LER 5501 |
| 1 | Reading Comprehension Cards - Grade 4 LER 5503 |
| 3 | Triwords EI2985 |
| 1 | Phonics Modular Flip Chart EI3245 |
| 1 | H.O.P Master Reader. Read to Learn |
| 2 | Geosafari Phonics Pad Complete |
| 2 | Geosafari Phonics Lab Complete |
| 2 | Geosafari Laptop with Expansion Card Set |
| 1 | Classroom Laminator & Pouches - EI8810 & EI8811 |
| 1 | Jolly Phonics Starter Kit |
| 3 | Handwriting Tutor/See & Write - SN00925J |
| 5 | Alphabet Bean Bag EI3045 |
| 1 | Pocket Pal Classroom Jumbo Letter Centre 1503661J |
| 1 | Radius Audio Learning System |

- 1 Radius Reading CD Card Set LER 6920
- 1 Radius Reading CD Card Set LER 6921
- 1 Radius Reading CD Card Set LER 6922
- 1 Radius Reading CD Card Set LER 6923
- 1 Radius Reading CD Card Set LER 6924
- 1 Radius Reading CD Card Set LER 6925
- 1 Reading Strategy Kits LER6936
- 1 Reading Strategy Kits LER6937
- 3 Wordiac EI8491
- 1 Assessment & Intervention Literacy Grades K-1 LER7334
- 1 Assessment & Intervention Literacy Grades 2-3 LER7335

NUMERACY:

- 2 Math Balance
- 1 Black Line Master Math
- 1 Measurement & Estimation Pocket Chart
- 3 Poly Constrcto Tri, Square & Pent Set
- 3 ANG Legs - Set of 74
- 1 Bullseye Demonstration Compass - LER 1508
- 2 Flashmaster
- 1 Hands On Standard Math Handbook Pre K
- 1 Hands On Standard Math Handbook Grade 1-2
- 1 Hands On Standard Math Handbook Grade 3-4
- 1 Hands On Standard Math Handbook Grade 5-6
- 3 String Along Lacing Kit EI3645
- 1 Math Manipulative Cart - Intermediate LER 2052
- 1 Math Manipulative Cart - Primary LER2054
- 5 Math Whiz EI8899
- 5 Math Digitz with AC Adapter EI8475
- 1 Hot Dots Math Review Cards: Grade 1-5
- 2 Talking Hot Dots Pen
- 3 Clever Clock
- 1 Big Time Learning Clock
- 1 Assessment & Intervention Handbook Math Grades K-1 LER 7336
- 1 Assessment & Intervention Handbook Math Grades 2-3 LER7337
- 1 Radius Improving Math Problem Solving Kit LER6956
- 1 Radius Improving Math Problem Solving Kit LER6957

ADDITIONAL CLASSROOM GADGET:

- 1 Student Response Dial ST 10 EI8486

Cohort 2:

Quantity Description/Equipment

FURNITURE:

- 1 Whiteboard 4'x8' (installed)
- 1 60x30 Cherry/Grey desk complete with 3 drawer pedestal
- 1 Task Chair swivel with arm- Teacher
- 5 Student Work Station 36'x36'
- 5 Computer Desk with Keyboard tray
- 1 Horseshoe Reading Station with 6 stools
- 25 Student Chairs (Virco)
- 1 4 Draw Filing Cabinet
- 1 2 Door Storage Cupboard

SAFETY:

- 1 Fire Extinguisher (Installed)

ELECTRONICS:

- 1 Mimio Teach, Capture 3 and two (2) Mimio Pad
- 1 Multimedia Projector 2800 Lumens
- 1 Multi Function (Print/Scan/Copy/Fax) Printer
- 1 21" Flat Screen TV
- 1 DVD with Karaoke
- 1 Portable Player
- 1 Power Learning Center with 6 Headphones
- 4 Interactive Line UPS 700KV
- 5 Powerstrips

LITERACY:

- 1 Large Traffic Signs
- 1 Reading Comprehension Cards - Grade 2 LER 5500
- 1 Reading Comprehension Cards - Grade 3 LER 5501
- 1 Reading Comprehension Cards - Grade 4 LER 5503
- 1 Reading Comprehension Cards - Grade 5 LER 5504
- 3 Triwords EI2985
- 1 Phonics Modular Flip Chart EI3245
- 1 H.O.P Master Reader. Read to Learn
- 2 Geosafari Phonics Pad Complete
- 2 Geosafari Laptop with Expansion Card Set
- 1 Classroom Laminator & Pouches - EI8810 & EI8811
- 1 Jolly Phonics Starter Kit
- 5 Alphabet Bean Bag EI3045
- 1 Pocket Pal Classroom Jumbo Letter Centre 1503661J
- Language Tutor Multi-sensory Learning System (AC adapter included)
- 1 Language Tutor Phonics 1 Cards

- 1 Language Tutor Home and Family Cards
- 1 Language Tutor Readiness Cards
- 1 Language Tutor Picture Word Cards
- 1 Language Tutor People and Animals Cards
- 1 Language Tutor Compound Word Cards
- 1 Language Tutor Sight Words Cards
- 1 Language Tutor Rhyming Word Families Cards
- 1 Language Tutor School and Community Cards
- 3 Wordiac EI8491
- 1 Assessment & Intervention Literacy Grades K-1 LER7334
- 1 Assessment & Intervention Literacy Grades 2-3 LER7335
- NUMERACY:**
- 2 Math Balance
- 1 Black Line Master Math
- 1 Measurement & Estimation Pocket Chart
- 3 ANG Legs - Set of 74
- 1 Bullseye Demonstration Compass - LER 1508
- 2 Flashmaster
- 1 Hands On Standard Math Handbook Pre K
- 1 Hands On Standard Math Handbook Grade 1-2
- 1 Hands On Standard Math Handbook Grade 3-4
- 1 Hands On Standard Math Handbook Grade 5-6
- 3 String Along Lacing Kit EI3645
- 1 Math Manipulative Cart - Intermediate LER 2052
- 1 Math Manipulative Cart - Primary LER2054
- 5 Math Whiz EI8899
- 5 Math Digitz with AC Adapter EI8475
- 1 Hot Dots Math Review Cards: Grade 1-5
- 2 Talking Hot Dots Pen
- 3 Clever Clock
- 1 Assessment & Intervention Handbook Math Grades K-1 LER 7336
- 1 Assessment & Intervention Handbook Math Grades 2-3 LER7337
- ADDITIONAL CLASSROOM GADGET:**
- 1 Student Response Dial ST 10 EI8486

Cohort 3:

Quantity Description/Equipment

FURNITURE:

- 1 Whiteboard 4'x8' (installed)
- 1 60x30 Cherry/Gray desk complete with 3 drawer pedestal
- 1 Task Chair swivel with arm- Teacher
- 5 Student Work Station 36'x36'
- 25 Student Chair (Virco)
- 1 Horseshoe reading station with 6 stools
- 1 4 Drawer filing cabinet
- 1 2 Door storage cupboard
- 5 Computer desk with keyboard tray

SAFETY:

- 1 Fire Extinguisher (installed)

ELECTRONICS:

- 1 Mimio Teach
- 1 Mimio Capture 3 Kit
- 1 Mimio Pad
- 1 Mimio Pad
- 1 Multimedia projector over 2500 lumens
- 1 Multi-functional printer (print/scan/cop/fax) with ream of paper
- 5 Powerstrips
- 4 Interactive line UPS (750KV)
- 1 DVD player with Karaoke
- 1 24" Flat screen TV with wall mount brackets
- 1 Portable CD players
- 1 Power Learning Centre with 6 headphones
- 2 AC adapters

NUMERACY:

- 2 Math Balance
- 1 Math Content Picture Dictionary (LER7320)
- 1 Measurement and Estimation Pocket Chart
- 3 ANGLEgs-Set of 74
- 1 Bullseye Demonstration Compass (LER1508)
- 1 Flashmaster
- 1 Flashmaster
- 3 String Along Lacing Kit
- 1 Hot Dots Math Review Cards: Grade 1
- 1 Hot Dots Math Review Cards: Grade 2
- 1 Hot Dots Math Review Cards: Grade 3
- 1 Hot Dots Math Review Cards: Grade 4
- 1 Hot Dots Math Review Cards: Grade 5

- 2 Talking Hot Dot Pens (pack of 6)
- 3 Primary Time Teacher-12 Hour Learning Clock
- 1 Hands on Standards: Math Handbook- Grade -Pre K
- 1 Hands on Standards: Math Handbook- Grades 1-2
- 1 Hands on Standards: Math Handbook-Grades 3-4
- 1 Hands on Standards: Math Handbook-Grades 5-6
- 1 Assessment and Intervention Math Handbook Grades K-1
- 1 Assessment and Intervention Math Handbook Grades 2-3
- 1 Math Cart: Intermediate
- 1 Math Cart: Advanced
- 5 Math Whiz
- 5 Multiplication Slam
- LITERACY:**
- 1 Jolly Phonics Starter Kit Extended
- 1 Large Traffic Sign
- 1 Reading Comprehension Card Set 1
- 1 Reading Comprehension Card Set 2
- 1 Reading Comprehension Card Set 3
- 1 Reading Comprehension Card Set 4
- 3 Wordical
- 1 Phonics Modular Flip Chart
- 1 Hooked on Phonics Master Read-Learn to Read
- 1 Phonics Pad
- 1 Phonics Pad
- 1 Classroom Laminator with 100 Pouches
- 5 Alphabet Beanbags
- 1 Pocket Pal Classroom Jumbo Letter Centre
- 3 Wordiac
- 1 Assessment and Intervention: Literacy Grades K-1
- 1 Assessment and Intervention: Literacy Grades 2-3
- 1 Language Tutor Multi-sensory Learning System (AC adapter included)
- 1 Language Tutor Phonics 1 Cards
- 1 Language Tutor Home and Family Cards
- 1 Language Tutor Readiness Cards
- 1 Language Tutor Picture Word Cards
- 1 Language Tutor People and Animals Cards
- 1 Language Tutor Compound Word Cards
- Language Tutor Sight Words Cards
- Language Tutor Rhyming Word Families Cards
- 1 Language Tutor School and Community Cards
- ADDITIONAL CLASSROOM GADGET:**
- 1 Student Response Dials

Items Provided by Coldax Mart Ltd – MECs

Cohort 1:

Quantity	Description/Equipment
	FURNITURE:
1	Combination Mobile Cart
1	3' x 4' Reversible Dry Erase Whiteboard
	ELECTRONICS:
1	Mimio Interactive
1	Mimio Capture Kit
1	Mimio interactive mobile tablet
1	NEC NP-VE281X XGA 2800 lumens Projector
1	Multi-functional printer (print/scan/cop/fax)
1	Toner for printer
1	Extension Cord
1	Powerstrip
1	Classroom Laminator with 100 Pouches
1	AC adapter
1	Multimedia speakers
	NUMERACY:
1	Hands on Standards: Math Handbook- Grade -Pre K
1	Hands on Standards: Math Handbook- Grades 1-2
1	Hands on Standards: Math Handbook-Grades 3-4
1	Hands on Standards: Math Handbook-Grades 5-6
1	Assessment and Intervention Math Handbook Grades K-1
1	Assessment and Intervention Math Handbook Grades 2-3
1	Math Cart: Intermediate
1	Math Cart: Discoveries Kit
	LITERACY:
1	Jolly Phonics Starter Kit
1	Geosafari Phonics Pad
1	Assessment and Intervention: Literacy Grades K-1
1	Assessment and Intervention: Literacy Grades 2-3
	ADDITIONAL CLASSROOM GADGET:
1	CLASS Cart Instructional Manual

Cohort 2:

Quantity Description/Equipment

FURNITURE:

- 1 Combination Mobile Cart
- 1 3' x 4' Reversible Dry Erase Whiteboard

ELECTRONICS:

- 1 Mimio Interactive
- 1 Mimio Capture Kit
- 1 Mimio interactive mobile tablet
- 1 NEC NP-VE281X XGA 2800 lumens Projector
- 1 Multi-functional printer (print/scan/cop/fax)
- 1 Toner for printer
- 1 Extension Cord
- 1 Powerstrip
- 1 Classroom Laminator with 100 Pouches
- 1 AC adapter
- 1 Multimedia speakers
- 1 Forza UPS 750 KV for electrical components

NUMERACY:

- 1 Hands on Standards: Math Handbook- Grade -Pre K
- 1 Hands on Standards: Math Handbook- Grades 1-2
- 1 Hands on Standards: Math Handbook-Grades 3-4
- 1 Hands on Standards: Math Handbook-Grades 5-6
- 1 Assessment and Intervention Math Handbook Grades K-1
- 1 Assessment and Intervention Math Handbook Grades 2-3
- 1 Math Cart: Intermediate
- 1 Math Cart: Discoveries Kit

LITERACY:

- 1 Jolly Phonics Starter Kit
- 1 Geosafari Phonics Pad
- 1 Assessment and Intervention: Literacy Grades K-1
- 1 Assessment and Intervention: Literacy Grades 2-3

ADDITIONAL CLASSROOM GADGET:

- 1 CLASS Cart Instructional Manual

Cohort 3:

Quantity Description/Equipment

FURNITURE:

1 Combination Mobile Cart

ELECTRONICS:

1 Mimio Teach Bar

1 Mimio Capture 3 Kit

1 Mimio Pad

1 Multimedia projector over 2500 lumens

1 Multi-functional printer (print/scan/cop/fax) with ream of paper

1 Toner for printer

1 Extension Cord

1 Powerstrip

1 Classroom Laminator with 100 Pouches

1 AC adapter

1 Multimedia speakers

2 AC adapters

NUMERACY:

1 Hands on Standards: Math Handbook- Grade -Pre K

1 Hands on Standards: Math Handbook- Grades 1-2

1 Hands on Standards: Math Handbook-Grades 3-4

1 Hands on Standards: Math Handbook-Grades 5-6

1 Assessment and Intervention Math Handbook Grades K-1

1 Assessment and Intervention Math Handbook Grades 2-3

1 Math Cart: Intermediate

1 Math Cart: Advanced

LITERACY:

1 Jolly Phonics Starter Kit Extended

1 Geosafari Phonics Pad

1 Assessment and Intervention: Literacy Grades K-1

1 Assessment and Intervention: Literacy Grades 2-3

ADDITIONAL CLASSROOM GADGET:

1 CLASS Cart Instructional Manual

Top line Data for ERAI Assessments of Students in Sample Schools

Students Assessed February – March, 2014

Baseline Data Disaggregated by Gender Only		
Total males	162	%
Males at/above Gr Level	15	9
Males below Gr Level	147	91
Total Females	108	
Females at/above Gr Level	22	20
Females below Gr Level	86	80
Total Students at/above Gr Level	37	14
Total Students Assessed	270	

Baseline Data Disaggregated by Locale

Rural			
Total Rural Students	159		
Female	# Students	As a %	
Total Rural females at/above Gr level	15	22	of all rural females sampled
Total Rural Females below Gr level	53	78	of all rural females sampled
Total Rural females	68		
Male			
Total Rural Males at/above Gr level	12	13	of all rural males sampled
Total Rural Males below Gr level	79	86	of all rural males sampled
Total Rural males	91		
Totals			
Total Rural Students at/above Gr level	27	17	of all rural students of which: 56% are female and are 44% male
Total Rural Students below Gr level	132	83	of all rural students, of which: 40% are female and are 60% male

Urban**Total Urban Students****112**

Students As a %

Total urban females at/above Gr level	7	17	of all urban females sampled
Total urban females below Gr level	33	83	of all urban females sampled
Total urban females	40	100	

Male

Total urban males at/above Gr level	3	4	of all urban males sampled
Total urban males below Gr level	69	96	of all urban males sampled
Total urban males	72	100	

Total urban students at/above Gr level	10	9	of all rural students of which: 70% are female are 30% male
Total urban below Gr level	102	91	of all rural students, of which: 32% are female are 68% male

**Students Assessed September – October 2014,
Baseline Data Disaggregated by
Gender Only**

	# Students	As a %
Total males	159	
Males at/above Gr Level	8	5
Males below Gr Level	151	95
Total Females	108	
Females at/above Gr Level	9	8
Females below Gr Level	99	92
Total Students at/above Gr Level	17	6
Total Students Assessed	267	

**Baseline Data Disaggregated by
Locale**

Rural			
Total Rural Students	157		
Female	# Students	As a %	
Total Rural females at/above Gr level	8	13	of all rural females sampled
Total Rural Females below Gr level	54	87	of all rural females sampled
Total Rural females	62		
Male			
Total Rural Males at/above Gr level	8	8	of all rural males sampled
Total Rural Males below Gr level	87	92	of all rural males sampled
Total Rural males	95		
Totals			
Total Rural Students at/above Gr level	16	10	of all rural students of which: 50% are female and are 50% male
Total Rural Students below Gr level	141	90	of all rural students, of which: 38% are female and are 62% male

Urban			
Total Urban Students		110	
	#		
Female	Students	As a %	
Total urban females at/above Gr level	1	2	of all urban females sampled
Total urban females below Gr level	45	98	of all urban females sampled
Total urban females	46		
Male			
Total urban males at/above Gr level	0	0	of all urban males sampled
Total urban males below Gr level	64	100	of all urban males sampled
Total urban males	64		
Total urban students at/above Gr level	1	1	of all rural students of which: 100% are female are 0% male
Total urban below Gr level	109	99	of all rural students, of which: 41% are female are 59% male