

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

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*Semi-Annual Report: October, 2015 – March, 2016*



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*To: USAID Jamaica*

*By: Digicel Foundation*

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## Executive Summary

The *Enrichment Initiative to Increase Literacy at the Primary School Level* seeks to address some of the over-arching issues surrounding the lack of performance of students in Jamaica's educational system by focusing on increased resources; use of technology; student participation; and parental involvement. This is accomplished by providing materials, training, and support necessary for the implementation of a literacy-focused intervention called the Enrichment Programme (EP) in Grades 1 to 3 in primary schools across the island. Under the original Cooperative Agreement between USAID and Digicel Foundation (DF) key deliverables included the establishment thirty-five (35) Enrichment Centres (ECs) at, and provision of sixty (60) Mobile Enrichment Carts (MECs) to, primary schools island-wide as well as the training of 190 teachers and establishment of library corners at the ninety-five (95) schools engaged.

Two modifications to the Cooperative Agreement increased the project deliverables to a total of forty-three (43) ECs, 61 MECs and 104 library corners. The second modification also resulted in the extension of the award by nine (9) months, to December 31, 2016 and the expansion of the project scope to include more effective activities for improving collaboration between home and school.

To date, all ECs have been established and all MECs delivered. All library corners have also been established and 190 teachers trained. The project team is in the process of rolling out the component related to improving collaboration between home and school.

During the reporting period of this Semi-Annual Report, USAID/DF made advancements in specific project deliverables including:

- Completion of all activities under Output 1 of the approved Work plan *Enrichment Centres Established across the Island*;
- Completion of final Ministry of Education (MoE) residential training of teachers delivering the EP in Project Schools;
- Identification and awarding of the School and Teacher of the Year 2014;
- Completion of situational analysis and audit of Parents' Places at all 104 project schools;
- Submission of Quarterly Technical Report, Yr3 Q3;
- Shortlisting and engagement of twenty-eight (28) schools to carry out parent supported summer school activities over the summer 2016; and
- Quarterly meeting of the Advisory Committee;

These along with other technical achievements and lessons learned will be expounded upon in this report.

## **Key Technical Achievements**

In the quarters three (3) and four (4) of the final approved work plan, the following key technical achievements were made:

### **Project Management**

- Approval of Quarterly Report for Yr3 Q3 of the project (October, 2015 – December, 2015);
- Submission and approvals of all monthly SF-1034 financial reports for the reporting period;
- Submission of quarterly SF-425 financial report on May 18, 2015;
- Submission of Semi-Annual Report on October 30, 2015; and
- Hosting of regular monthly implementation meetings.

### **Project Implementation**

- Establishment of final 7 ECs ;
- Completion of final MoE residential training of teachers delivering the EP in project schools from Cohorts 3 and 4;
- Completion of eighty (80) hours of in-service training support to teachers of Cohort 3 and 4 schools;
- Finalisation of the Enrichment Programme training manual;
- Selection and awarding of the School and Teacher of the Year 2014;
- Completion of audit of Parents' Places and parental participation in governance in all 104 project schools;
- Selection and engagement of (forty) 40 priority schools to receive additional support under the parenting component; and
- Engagement of twenty-eight (28) schools selected to carry out parent supported summer school activities.

## Report Detail

### Outputs 1: Enrichment Centres (ECs) Established in 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 of 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. ECs are equipped with various work areas, interactive audio-visual gadgets and manipulatives. They also contain child-friendly, ergonomic and colourful furniture that can be arranged to accommodate whole class, group, or individual instruction and activities. Students can thus be assigned activities independently or within groups under the supervision of the EC Manager.

The demand for support was so great at some schools operating ECs that timetabling of students became a challenge and Centre Managers were being overloaded. Schools reported enrolment of over 100 students in the programme. Under the guidance of the MoE Enrichment Specialist, various schools have had to revisit the number of students enrolled in the programme, as well as their approach to grouping and timetabling students. Following these changes, Centre Managers have reported that the programme is more manageable and effective.

Despite visits by the MoE Enrichment Specialist, some Centre Managers complain that their programme is viewed by the school as a 'catch all' for students who display any variety of behavioural/developmental challenges or special needs, in addition to challenges with literacy. This is seen to be reflective of a misunderstanding of the programme at an administrative level. It is also reflective of gaps in the wider educational landscape in Jamaica where appropriate options, particularly for persons in lower income communities, are not readily accessible for students with behavioural/developmental challenges or special needs. As the advisory committee undertakes to ensure the best possible integration of the EP within the wider framework of the Ministry of Education, the project team will strive to ensure that the Programme is understood at a regional and 'in school' administrative level in order to allow for its most efficient implementation on the ground.

In keeping with the approved work plan, all activities under this output have been completed.

#### **Establishment of Enrichment Centres and Library Corners**

ECs have now been established, and are fully operational at all of the seven additional schools. Over the reporting period, retrofitting activities were completed at the outstanding school and

resources and materials delivered. The Environmental Mitigation and Monitoring Plan (EMMP) for Cohorts 2, 3 and 4 was completed, and submitted to USAID on December 30, 2015. The team hopes to receive final approval of same in the upcoming reporting period.

Library corners, including over 200 titles recommended by the MoE for guided and independent leisure reading, had been established in each of the seven (7) Cohort 4 schools. As with previous Cohorts, special attention was paid to cultural relevance, gender appropriate-ness and reading levels in the selection of the books to be provided.

The feedback from schools, regarding the Library Corners, has been very positive. Schools have lauded the cultural relevance of some titles. The Reggae Readers have been cited by various schools as particular favourites. Primarily the books are used for independent reading or to support intervention efforts outside of the EP. For example books are used by Literacy Coaches in their activities and in the case of one school; they are also used by a Peace Corps Volunteer who focuses on early grade reading activities.

### **Output 3<sup>1</sup>: Teachers Trained in Literacy Curriculum and Use of Technology**

The primary goal of this component of the activity is to improve the capacity of teachers to deliver an effective standards-based reading curriculum in order to assist in their students' development. This is accomplished through two (2) primary mechanisms. The first mechanism is an intense residential training activity carried out by the MoE. This training includes various sessions, over a two (2) to three (3) day period. It introduces teachers to the rationale of the EP and its various components then focuses on the specialised methodologies to be used while implementing the programme including best practices in literacy, numeracy and special education. The second mechanism is a series of in-service training sessions co-ordinated by DF which focus on empowering the teachers to implement to EP as effectively as possible in their school environment. This component includes sessions on the use and care of the materials and equipment provided and the effective integration of technology into the classroom. All aspects of the training component of the project are implemented with a view to supporting the sustainability of the programme in the schools.

The MoE has now delivered all six (6) planned training sessions, and all 190 targeted teachers have been trained. Over 300 hours of in-service training have also been completed, exceeding the target of 190 hours. Some teachers have shown tremendous results demonstrating a solid understanding of the programme and its mechanics, and taking very good advantage of the materials and equipment provided in their centres and classrooms. For example, teachers have improved in areas such as:

- Correctly completing the Informal Diagnostic Reading Inventory (IDRI);
- Effective time tabling and scheduling;
- Increased use of Mimio technology provided;
- Integration of videos into lessons plans for increased interactivity; and
- Utilisation of online resources shared in trainings.

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<sup>1</sup> All activities under Output (2 Mobile Enrichment Carts (MECs) Delivered to Select Schools across the Island) were completed under the year 2 work plan

Some teachers, however, continue to struggle with some aspects of the programme including student assessment, use of materials provided, the integration of ICT into their classroom instruction and activities and scheduling and emersion planning. DF and MoE have been working closely to assist teachers with their scheduling and emersion planning to great success. DF provided various in-service sessions focused on utilising the resources provided. DF is also in discussions with MoE and USAID around how to enhance the use of the materials and equipment provided and the inclusion of ICT by teachers beyond the end of the project.

### MoE Training

As noted, the last, of six (6) planned trainings took place over the reporting period. This training targets classroom teachers from Grades 1, 2 and 3 at schools with a MEC and EC Managers from schools with an EC. Other participants include Principals and Vice Principals, Education Officers (EOs), and other specialists from the MoE and partner representatives including USAID.

The training carried out is detailed below:

Date	Location	Teachers/ Principals Present			Cohort
		Male	Female	Total	
March 29 – 31, 2016	Jewel Dunn’s River Hotel, St. Ann	3	62	65	3 & 4

This was the second MoE residential training targeting teachers from this Cohort of schools as such this did not lead to an increase in numbers of teachers trained<sup>2</sup>.

During this training, teachers benefitted from sessions led by MoE officers which focused on effective implementation and best practices in key areas including: numeracy, literacy, special education and gender strategies.

#### Numeracy

Though it is primarily delivered as a literacy intervention in keeping with MoE priorities, the EP was originally designed to include a numeracy component. As such, the schools are provided with materials, and equipment aimed at enhancing the delivery of numeracy content.

Having met its target of 85% literacy at the grade four level in 2015, and in keeping with international trends, the MoE is redoubling its efforts in the areas of STEM education. As such the project team took advantage of the opportunity to ensure the teachers are in a position to take advantage of the materials provided to enhance numeracy, a cornerstone of all STEM education, with their students. Specific topics covered included:

- Accurate diagnosis of student needs;
- Numeracy instruction in the early grade classroom;
- Writing mathematics lesson plans; and
- Using the Mimio in mathematics lessons.

#### Literacy

Literacy, specifically early grade reading instruction, is the primary focus of this initiative. In their first residential training, teachers from Cohort 3 and 4 schools were introduced to a variety of

<sup>2</sup> This figure is in keeping with the definition of the USAID standard indicator *Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support.*

best practices in early grade, and remedial instruction; from assessment and diagnosis through to delivery. Sessions at this training focused on the integration of the Literacy 1-2-3 in the context of the EP. Specific topics covered included:

- Review of the Literacy 1-2-3 format; and
- Literacy 1-2-3 for whole class and multi-grade instruction.

### Special Education

The EP incorporates best practices from special education to assist students having difficulty attaining grade level reading. Outside of techniques such as pull out sessions and differentiated instruction however, teachers need to: be better equipped to recognise the variety of learning and/or developmental challenges that are present in their classrooms; be empowered to assist the students they can; and be able to identify those which may need alternate interventions. Centre Managers from schools with particularly large student populations have noted that a wide variety of students who appear to have challenges far beyond literacy skills are referred into their programmes. This training seeks to better equip teachers to recognise, and assist students with unique learning needs. Specific topics covered included:

- Recognising students with unique learning needs;
- Planning pull out sessions for students with unique learning needs; and
- Implementing strategies to assist children with unique needs to gain basic literacy and numeracy skills.

### Gender Strategies

There is strong evidence to show that boys and girls, at all ages and stages, learn differently. As such, it is important to ensure classroom instruction is tailored to suit both genders. This is particularly important in the context of the Enrichment Programme, which, particularly in the ECs engages a disproportionately large number of boys. According to reporting forms submitted by Cohort 3 and 4 schools, over sixty percent (60%) of the student seen in ECs for Cohorts 3 and 4 are boys. The training sessions covered topics on utilising appropriately gendered instruction including:

- Incorporating gender strategies into classroom instruction; and
- Incorporating gender strategies into lesson plans using the resources provided.

Center Managers also participated in a session aimed at helping them develop effective interpersonal relationships. The level of success of the EP at any given school often hinges on the buy-in and support of a variety of stakeholders such as the school administration and the parents. The inclusion of this session empowered teachers, who are the drivers of the programme on the ground, to effectively engage the wider school community to work with them to support the children engaged in their programmes.

### **In-service Training**

The second training component is one (1) year of continuous in-service support coordinated by DF. With any training component especially with significant ICT-based aspects, it is important that sessions are designed to be effective. This consistent support coordinated by DF aims to empower teachers to practice the use and integration of the provided resources and methodologies in lesson planning and delivery. Training sessions are a mix of practical hands-on examples, activities, and the theory behind the use of technology integration. They sessions are specifically designed to address challenges in the education sector around inconsistent and

weak lesson planning and delivery; insufficient use of teacher-centred teaching methods; and negligible use of ICT equipment.

There are various advantages to this aspect of the training. The smaller group sizes allow for one-on-one interaction of the teachers with subject matter experts. The hands-on nature of the trainings and emphasis of participatory / practical exercises also ensure that the teachers have the opportunity to apply the strategies taught. Principals and Teachers have been asked to include an EP training session in their weekly professional development sessions. This will allow for other classroom teachers to become familiar with the resources available and also integrate them into the teaching and learning process. This also helps to alleviate the challenges brought on by attrition of trained teachers.

In the upcoming reporting periods, an assessment of the use of effective teaching practices by teachers trained under the EP will be completed in order to evaluate the impact of training on classroom delivery and to make recommendations to the MoE at the close of the project.

During the reporting period, trainers delivered eighty (80) hours of in-service training. This accounted for four (4) separate trainings targeting teachers from schools in Cohort 3 and 4.

All trainings are detailed below.

Date	Topic(s) covered	Trainer	Location	Teachers trained		Hours
				Male	Female	
October 27 – 29, 2015	The use of diagnostic and assessment tools	MoE	Mico Teachers College, Kingston	2	47	24
November 24 – 27, 2015	Effective integration of technology into the classroom; How to use the internet as a resources	DF	Cluster based training at various schools	1	32	24
January 15, 2016	Effective grouping and timetabling after IDRI, Guided reading and Differentiation	MoE	Caenwood Auditorium	1	12	8
January 19, and February 3, 2016	Programme strategies including timetabling and scheduling, immersion and guided reading	MoE	Caenwood Auditorium	4	54	16
March 2, 2016	Programme strategies including timetabling and scheduling, immersion and guided reading and the four blocks and literature approaches to lesson planning	MoE	MICO Museum Lecture Room		17	8

## Training Manual

In an effort to further enhance the sustainability of the programme, DF created training materials that are distributed to all schools presently implementing in the EP. These manuals will serve as a resource to school administrators and teachers responsible for the delivery of the EP. By providing this reference information, the project hopes to address areas of concern highlighted regarding the implementation of the EP as well as its sustainability. The concerns are listed below.

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 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 EP. It is hoped that the training resources provided will be used to train new teachers to increase the sustainability 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.

A familiarisation and training manual for teachers and principals has now been finalised and printed. The manual has also been uploaded to the online platform [theknowledgeportal.org](http://theknowledgeportal.org) and can be seen at <http://theknowledgeportal.org/doctemplt.php?docid=24>. In the upcoming reporting period the manual will be delivered to all schools.

The 2014 USAID funded manual *Closing the Gender Gap; A guide for improving literacy performance of boys and girls at the primary level* has also been uploaded to the online portal. It can be seen at <http://theknowledgeportal.org/doctemplt.php?docid=23>. The manual was shared with principals and teachers from project schools.

## 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 team with an idea of how the programme is being implemented by teachers and principals as well as the achievements being made with regards to improvements in students' performance in reading. It also includes an award and recognition of notable work, which serves to promote success through the provision of incentives. Monitoring of the programme is done largely through termly reports submitted to the DF by project schools. The project still struggles with under reporting from teachers involved in the programme. Since the awarding of the School of the year in 2013, and 2014 and increased follow up by the project team, reporting by the schools of Cohorts 1 and 2 has shown some improvement. The project team will redouble its efforts across all Cohorts to encourage more schools to submit their reporting forms.

### Year Awards

The School of the Year suite of awards seeks to highlight extraordinary participation in the project by various stakeholders. It has four components highlighting schools, teachers, students,

and parents. The award schedule was conceptualised in collaboration with the MoE. It is hoped that the awards will incentivise all stakeholders to maintain a high standard of implementation and, in so doing, help maintain and improve the momentum of the EP.

The selection process for the 2014 awardees began in July 2015. Following assessment of termly reports submitted by schools of Cohort 2 over the course of the 2014/2015 academic year, four (4) schools were shortlisted. Following extensive review and verification of school level data by the MoE, Horizon Park Primary in St Catherine was identified as the School of the Year. On January 13, 2016 a visit was made to Horizon Park Primary to surprise the principal with the announcement. As the School of the Year, 2014, the school was awarded a JMD\$100,000 (US\$830) grant towards further enhancing their EP. The EC Manager was also announced as the Teacher of the Year 2016. She received a weekend trip to a hotel in St. Ann as a show of appreciation for her hard work in ensuring the exemplary implementation of the programme at Horizon Park Primary School.

As the originally planned dates for Parent of the Year and Student of the Year had already passed, it was decided, in collaboration with MoE and USAID, that these awards will be announced in the final year of the project along with the Student and Parent of the Year for Cohorts 3 and 4. It is expected that the Students of the Year will be announced in September 2016, in keeping with International Literacy Day, and the Parents of the Year in November, which is celebrated in Jamaica as Parenting Month.

#### ***ERAI assessments to chart improvements in reading levels after 2 years of intervention***

In order to report 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* - the project tracks the progress of two (2) samples of students engaged through the project. These students are taken from a representative sample of twenty-five (25) schools and will be assessed three (3) times over the course of the project. The sample schools represent just over twenty-five (25) percent of the original target 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 EP. Student grade reading levels are established using the USAID/MoE developed Early Reading Assessment Instrument (ERAI). To date, baseline and midline figures have been collected showing an approximate improvement of 20% in students reading at grade level, following one year of intervention. End line figures will be collected at the end of the summer term 2016. These figures will be reported on following the collation and analysis of ERAI results.

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

The second modification to the Cooperative Agreement focuses primarily on the inclusion of more effective activities for improving collaboration between home and school. Under this output, the project will focus on three specific activities: supporting partner schools in their ongoing parent engagement activities to include PTA meetings and other parental governance activities; establishing Parents' Places at project schools; and supporting parental involvement in summer school activities.

### **Situational Analysis in Partner Schools and Establishment of Parents' Places**

Over the reporting period, the audit of Parents' Places and situational analysis were completed at all 104 schools involved in the programme. This process included visits to all project schools by former Education Officers (EOs) who engaged principals and other staff around the issue of parental involvement at each school. The former EOs also spoke to the Principals about the Parents' Place initiative, sensitising those schools which have never operated a Parents' Place and conducting an audit on the existing / past Parents' Places at other schools.

In order to ensure the objectivity and uniformity of the information collected, standard tools were created for carrying out the audits and analyses, including a list detailing recommended items to be included in a Parents' Place. Using the results of the audit, DF identified the items needed to establish Parents' Places at all project schools, in keeping with the guidelines provided by the National Parenting Support Commission (NPSC).

The audit showed that four (4) project schools are in possession of fully equipped Parents' Places; as such they will not be receiving any additional items. One school is not currently in a position to effectively establish a Parents' Place and therefore will not receive any additional items.

The information regarding the specific needs of the remaining 99 schools was shared with the DF Procurement Officer. Procurement of these items is well underway. Delivery of all items needed to establish Parents' Places in the schools should take place in the upcoming reporting period.

In addition to site visits to each project school, the former EOs also organised and facilitated focus group discussions around parenting and parental involvement with stake holders from project schools in each of the six (6) educational regions. The results from the focus groups showed that similar situations existed across all regions including:

- Lack of parental involvement in school activities;
- A high level of single parent households headed mostly by females;
- A high level of unemployment which gives rise to much poverty;
- A low literacy level among parents which limits their ability to help with homework;
- A lack of familiarity, on the parents part, with what is being taught at school;
- Lack of respect between teachers and parents;
- Schools are not accommodating to parents for the most part;

- The parents' belief that teachers are solely responsible for their children's education;
- Lack of transparency on the part of the school;
- Lack of proper communication channels between schools and parents; and
- Indifference to rules and authority.

Following on this assessment a shortlist of forty (40) priority schools was created. These schools will be receiving additional support as detailed below.

### **Supporting School Governance Structures and Parental Workshops**

In an attempt to improve knowledge, skills and strategies of parents and teachers to bolster reading skills of students in Grades 1 to 3, the project will be supporting the identified forty (40) priority schools in their ongoing parental engagement activities, to include PTA meetings, or other governance activities, and assisting schools to carry out sensitisation workshops with their parents. In order to introduce the identified schools to this aspect of the programme, and to gain their feedback on the types of support they would like to receive, a stakeholder engagement session was held on March 15 at FDR in St. Ann. During the one day session, principals and PTA presidents of the selected forty (40) schools participated in discussions around how to increase parental support in their schools. The NPSC engaged the attendees around the establishment and use of a Parents' Place and the creation of parental engagement action plans.

Sixty-eight (68) school representatives (thirty-eight (38) principals and thirty (30) PTA representatives) from thirty-eight (38) of the forty (40) targeted schools were in attendance.

All forty (40) priority schools have been asked to submit their action plans for parental engagement to DF in the upcoming reporting period. These will be used to help inform the support that will be provided to the schools.

### **Parent Supported Summer School Activities**

On the advice of the MoE the project has identified the schools which returned the lowest Grade Four Literacy Test (GFLT) results at the 2014 test. The twenty-eight (28) schools with the lowest results, which did not participate in summer school activities in the preceding year, were then approved by Dr. Grace McLean, Chief Education Officer, MoE, to be engaged to carry out the prescribed parent supported summer school activities. MoE also asked that the project team engage the Financial Controller from Region One, Mr. Cedric Scott with regards to best practices for providing the summer school bursaries to the schools. With his guidance, a suitable budget was prepared and payment schedule devised.

Following on the learnings from the 2015 parent supported summer school activities, planning is well underway for the 2016 activities. The activity will run for an extended period of four (4) weeks, from July 11 – August 5 with classes held from Monday to Friday. Also in keeping with feedback from last year, schools have been engaged earlier to allow for better planning and execution of the activity.

Principals and teachers of schools selected for the summer school intervention were invited to a one day sensitisation activity on March 10, 2016 at FDR in St. Ann. This event aimed to help increase buy-in and accountability from principals, and to review the design of the intervention, and the responsibilities of the school. At this event, the budget for summer school activities was also explained to the schools in detail. Representatives of 25 of the targeted 28 schools were present at the activity. Representatives of the 3 absent schools communicated their inability to attend to the Training Specialist ahead of the meeting. All relevant communication and documentation to move forward with planning was shared with them electronically.

The first draft of a summer school manual, which will serve as an instructional guideline to be used to support this year's summer school activities, was created with the assistance of Shauner Murray, MoE Enrichment Specialist, and Cecile Young, Education officer MoE. The Manual aims to be as user friendly, and as pragmatic as possible. The manual will be finalised and distributed to the engaged schools in the upcoming reporting period ahead of the beginning of summer school activities.

## **Output 6 - Effective Management of the Project**

Over the course of the reporting period, the project team has initiated or participated in a variety of activities aimed at ensuring the best possible implementation and sustainability of the project. These include: regular monthly meetings; scheduled and unscheduled visits to project schools; regular meetings with various stakeholders and regular reporting to USAID as stipulated in the Cooperative Agreement.

### **Stakeholder Meetings**

Beyond ensuring that the project is being executed in keeping with the Cooperative Agreement, DF has consistently sought to maximise support for the programme with an end to ensuring that students engaged in the programme are afforded the best possible opportunities to succeed.

DF, MoE and USAID have held regular monthly implementation meetings over the course of the reporting period. Meetings were held on October 23, and November 20, 2015 and January 12, and March 4, 2016. At these meetings all parties shared updates and feedback on project activities and deliverables. In order to facilitate their support and guidance, as the project team develops and rolls out the parenting component of the project, the NPSC has also been asked to attend monthly project meetings. A representative had been in attendance since the January 12 meeting. Members of the DF team have also met with members of the NPSC team on various occasions, including January 7 and 29, 2016 to discuss various practices regarding parental engagement and Parents' Places.

The Project Advisory Committee held its third quarterly meeting on January 28, 2016. At this meeting, the creation of a multi-stakeholder sustainability matrix for the programme and engagement of the senior management team and regional directorates were discussed.

### Site Visits

Site visits to project schools 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 in schools, and offer additional support where possible. Over the reporting period, a total of 121 site visits were made to schools involved in the programme as detailed in the below table:

<b>Date</b>	<b>School</b>	<b>Purpose</b>
19 Feb, 2016	Kendal Primary School	To meet with principal and review implementation of programme
18 Feb, 2016	Adelphi Primary School	
15 Feb, 2016	York Town Primary School	Deliveries of Materials and Equipment
	Osbourne Store Primary School	
	May Pen Primary School	
8 Feb, 2016	Cross Primary and Junior High School	
	Linstead Primary and Junior High School	
	Bryce Primary School	
13 Jan, 2016	Horizon Park Primary School	Announcement of School and Teacher of the Year
	Gregory Park Primary School	Delivery of Materials and opening of EC
4 Dec, 2015	York Town Primary School	Deliveries of Materials and Equipment
8 Dec, 2015	York Town Primary School	
	Cross Town Primary and Junior High School	
	Osbourne Store Primary School	
28 Nov, 2015	Linstead Primary and Junior High School	
30 Nov, 2015	Old Harbour Bay Primary School	
28 Sep – 28 Oct, 2015	Site visits to 14 schools in Region 1	Site visits to conduct Situational Analysis and Parents' Place Audits
23 Sep – 23	Site visits to 17 schools in Region 2	

Oct, 2015		
23 Sep – 16 Oct, 2015	Site visits to 8 schools in Region 3	
23 Sep – 23 Oct, 2015	Site visits to 18 schools in Region 4	
23 Sep – 23 Oct, 2015	Site visits to 18 schools in Region 5	
23 Sep – 23 Oct, 2015	Site visits to 29 schools in Region 6	

### Public Relations and Communications:

The project was featured in the print and online media five (5) times focusing on coverage of the opening of the Enrichment Centre at Gregory Park Primary School and the announcement of the School and Teacher of the Year. The programme was also highlighted on four (4) radio interviews as a part of the RJR cross country tour.

The 1 January 2016 edition of Digicel Jamaica Foundation’s newsletter also featured the Enrichment Programme. The Newsletter is shared with various internal and external partners and stakeholders including all Jamaica Based Digicel Staff as well as the staff of all four (4) Digicel Foundations worldwide.

### External Audit

Over the reporting period, a successful external audit of the second year of the project was completed. A financial audit of Yr3 (April 1, 2015 – March 31, 2016) of the project is scheduled to be undertaken prior to December 31, 2016.

## Financial Report: April 1, 2015 – March 31, 2016

### Programme Budget

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*. Modification 01 was approved by the Agreement Officer during the previous semi-annual reporting period on November 14, 2014 and fully translated in Jamaica Dollars. Using the applicable USAID exchange rate as at November 14, 2014, as well as including an allocation of exchange rate savings in the sum of *J\$14,355,863*, the modification resulted in a total USAID obligation of *J\$209,187,861*.

Modification 02 was approved by the Agreement Officer during the reporting period on May 14, 2015. The modification has resulted in a budget increase of *US\$599,000* to a new total USAID obligation of *US\$2,567,000*. This sum is equivalent to *J\$277,413,961* when calculated at the USAID exchange rate applicable rate as May 14, 2015.

### Exchange Rates

Based on figures from the Bank of Jamaica (BoJ) during the reporting period, the United States Dollar monthly average exchange rates devalued from *J\$115.17* for the month ending April 2015 to *J\$121.96* in the month ending March 2016. This is an average exchange rate of *J\$113.15* over the entire period.

### USAID Budgeted vs Actual Receipts and Expenditure

Receipts from USAID over the reporting period amounted to *J\$89,711,451.54*. This amounts to 32% of the overall 18-month Yr3 budget and work plan. Expenditure over the same period amounted to *J\$85,312,554.12* and represents 65% of the Yr3 budget. Total expenditure for the project as at March 31, 2016 summed to *J\$85,312,554.12*. This represents a disbursement of 31% of the new overall budget of the project following Modification 02 (See Table 2 below).

### Counterpart Funding

Based on the Host Country Contribution (HCC) accepted by USAID, the GoJ contribution to the project over the reporting period was *J\$283,711,927*. The total spend for the reporting period for Digicel Foundation (DF), USAID and HCC was *J\$408,298,046.92*.

The GoJ overall project contribution as at March 31, 2016 was *J\$576,705,338.00*. Overall expenditure of the project (9-Apr-13 to March 31, 2016) for all three counterpart was *J\$936,238,562.92*.

The contribution per counterpart over the year-to-date period as at March 31, 2016 is outlined in Table 1 below.

Table 1

Counterpart	Overall Project Contribution as at 31-Mar-2015 J\$	Contribution over the reporting period 1-Apr-15 to 31-Mar-16 (J\$)	Overall Project Contribution as at 31-Mar-16 (J\$)
USAID	139,649,941.00	85,312,555.48	224,962,496.48
GoJ	292,993,411.00	283,711,927	576,705,338.00
DF	95,297,164.00	39,273,564.44	134,570,728.44
<b>Total</b>	<b>527,940,516</b>	<b>408,298,046.92</b>	<b>936,238,562.92</b>

Table 2

Comparison of Programme Budget to Advances and Expenditure as at March 31, 2016

Line Item	Approved Budget after Mod 02 (US\$)	Approved Budget after Mod 02 (I\$)	USAID 3rd Year Budget (I\$)	Cumulative Expenditure as at March 2015 (I\$)	Advances for Reporting Period April 2015 to March 2016 (I\$)	EXPENDITURE (I\$)						Cumulative Expenditure as at March 2016 Total	Project Budget Balance (I\$)
						Yr3							
						Q1	Q2	Q3	Q4	Total			
						Apr-Jun 2015	Jul-Sep 2015	Oct-Dec 2015	Jan-Mar 2016				
Personnel	291,250.00	51,390,214.20	32,476,752.99	18,913,461.21	12,859,970.65	2,601,749.86	2,956,640.73	4,037,642.83	4,405,499.97	14,001,533.39	32,914,994.60	18,475,219.60	
Travel	17,750.00	333,946.62	-	333,946.62	-	-	-	-	-	-	333,946.62	-	
Equipment	1,590,000.00	154,233,337.91	38,189,741.00	116,043,596.21	35,495,202.42	7,593,375.95	5,767,595.51	25,450,167.50	3,417,422.50	42,228,561.46	158,272,157.67	4,038,819.76	
Supplies	3,000.00	150,862.55	-	150,862.55	-	-	-	-	-	-	150,862.55	-	
Contractual	66,000.00	8,447,304.00	6,778,280.00	1,669,024.00	3,128,926.27	-	3,979,976.27	629,370.00	519,580.00	5,128,926.27	6,797,950.27	1,649,353.73	
Capacity Buildi	-	2,539,051.77	60,319,243.95	2,539,051.77	-	-	-	-	-	-	2,539,051.77	-	
Other	599,000.00	60,319,243.95	-	-	38,227,352.20	-	9,947,000.00	1,845,455.00	12,161,078.00	23,953,533.00	23,953,533.00	36,365,710.95	
<b>Total</b>	<b>2,567,000.00</b>	<b>277,413,961.00</b>	<b>137,764,017.94</b>	<b>139,649,942.36</b>	<b>89,711,451.54</b>	<b>10,195,125.81</b>	<b>22,651,212.51</b>	<b>31,962,635.33</b>	<b>20,503,580.47</b>	<b>85,312,554.12</b>	<b>224,962,496.48</b>	<b>52,451,464.52</b>	

### Upcoming Audit

A financial audit of Yr3 (April 1, 2015 – March 31, 2016) of the project is scheduled to be undertaken during the current financial year prior to December 31, 2016.

## Challenges/ Issues that have Affected Implementation and Solutions Implemented / Recommendations to Address Same

1. As noted in the preceding quarterly report, the MoE expressed a desire for additional verification activities to be carried out at shortlisted schools ahead of approving the school to be identified as School of the Year 2014. As a result of these verification measures, the award, along with that for the Teacher, Students and Parent of the Year, were delayed. The USAID team was integrally involved in the conversation with the MoE. The work plan was amended to reflect new timelines for the awards.
2. As noted the attendance at monthly in-service trainings has been low with a total of thirty-three (33) teachers from twenty-one (21) of the twenty-seven (27) schools in Cohorts 3 and 4 attending the November training. This is concerning as it was noted, at the September in-service training, that many teachers are in need of additional support regarding the use of ICTs in teaching and learning and the use of teaching strategies recommended by the programme. Additionally, insufficient support for teachers has been cited as a weakness leading to sub optimal outcomes of the program in school benefiting from the intervention between 2010 and 2012. Following assiduous follow up by the project team including multiple emails, SMS messages and follow up phone calls, all but one of the targeted thirty-seven (37) schools were represented at the residential training completed at the end of March 2016.

## Lessons Learned

Following the implementation of the Parent Supported Summer School activity, it was noted that some areas of implementation needed improvement. As such the project team took various steps, outlined previously in the report, to ensure the engagement of both the administration and staff of the approved schools to carry out the activities this year. The project team looks forward to an exemplary implementation of the activities and the 28 selected schools in the upcoming two reporting periods.

## Success Stories

<b>Headline:</b>	<b>Kamoy Learns to Read</b> – A graduation story from the Enrichment Programme
<b>Pull out Quote:</b>	<p>Kamoy Martin entered the Digicel Enrichment Programme in September 2015 as a Grade One student, she was reading at the Below Pre-Primer level. Kamoy was also easily distracted, continuously wanting to play outside. During testing she showed signs of shyness but was always reminded that all she had to do was give it her best. Even after not doing very well she was given a gold star.</p> <p>Over the course of the school year, Kamoy came to the Enrichment Centre four (4) times per week and during some lunch periods. Her sight words, interest in learning new words and vocabulary increased dramatically. By March 2016, she was reading at her grade level, and was one of the first set of six (6) students to graduate from the programme. She was recognized by her class and school for a job well done. She has now been reintegrated into the regular classroom full time, but still comes during her lunch periods to read and be read to.</p>
<b>Contact Information:</b>	Stacy Fisher (Centre Manager St. Benedict’s Primary School) Contact number: (+1 876) 806 2619
<b>Key Issue:</b>	Literacy
<b>Success Story St.B.PS Item:</b>	3.2.1 Primary Education

## Background Information

This story relates to achievements of the Digicel Foundation/USAID Enrichment Initiative to Increase Literacy at the Primary School Level which seeks to address some of the over-arching issues surrounding the lack of performance of students in early grade reading in the Jamaican education system.

## Success Story Body Text

*Despite attaining almost universal enrolment rates at the primary school level, for years the Ministry of Education in Jamaica struggled with underperformance in literacy. In an attempt to meet the goal of 85% literacy at the grade four level, by 2015, various interventions have been undertaken in primary schools across the island. One such intervention is the Digicel Foundation Enrichment Programme. This Programme seeks to address some of the over-arching issues surrounding this underperformance with an emphasis on integrating technology and increased resources, student and teacher participation, as well as parental involvement. With the support of USAID, this Programme is currently being implemented in a total of 104 schools across the island positively impacting the learning environment of 43,075 students.*

One such student is Kamoy Martin of the St. Benedict's Primary School in Kingston, Jamaica.

Kamoy Martin entered the Digicel Enrichment Programme in September 2015 as a Grade One student. She was reading at the below Pre-Primer level. She was unable to accurately point out letters of the alphabet and displayed other gaps with her phonetic skills. Kamoy was easily distracted, continuously wanting to play outside. During testing, she showed signs of shyness and she became very irritable and withdrawn when told that she was not doing well. Nonetheless, she was always reminded that all she had to do was give it her best. Even after not doing very well she was given a gold star.

On the follow up assessment done in December 2015, Kamoy was reading at the Primer Level, a remarkable improvement of two (2) grade levels. Kamoy's on task time had increased and Kamoy had declared she wanted to be "bright" (intelligent) student like the rest of her classmates. This drive allowed her to participate successfully in most class activities.

Over the course of the school year, Kamoy went to the Enrichment Centre four (4) times per week and during some lunch periods. Her sight words, interest in learning new words and vocabulary increased dramatically. Within only seven months of being involved in the Programme, Kamoy was able to read simple sentences and short stories and correctly answer recall and inferential questions posed by the teacher.

By March 2016, she was reading at her grade level, and was one of the first set of six (6) students to graduate from the programme. She was recognized by her class and school for a job well done. She has now been reintegrated into the regular classroom full time, but still comes during her lunch periods to read and be read to.

Kamoy gets most of her support from her teacher and school community but she has been given a gift from God which is called self-will and motivation. She continues to receive support from the Enrichment Centre Manager as she continues to strive for excellence.

## Upcoming Activities

Activities for the upcoming reporting period include:

- Assessment sustained use of effective practices in the classroom by teachers trained;

- Delivery of items for Parents' Places ;
- Finalization and distribution of summer school manual;
- Continuation of in-service training for teachers from Cohorts 3 and 4 schools;
- Distribution of familiarisation and training manual for teachers and principals;
- Quarterly meeting of the Advisory Committee; and
- Submission of updated Performance Management Plan.

## Appendices

### Appendix I – USAID Performance Indicators

PERFORMANCE INDICATORS	Unit	2013-2014				2014-2015			2015-2016			CUMILATIVE TOTAL	
		Disag	Baseline	Target	Actual	Baseline	Target	Actual	Baseline	Target	YTD Actual	Target	Actual
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	56	171	174
		<b>Total</b>	<b>Zero</b>	<b>68</b>	<b>68</b>	<b>Zero</b>	<b>61</b>	<b>60</b>	<b>Zero</b>	<b>61</b>	<b>62</b>	<b>190</b>	<b>190</b>
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	8,120	20,001	21,967
		Female	Zero	6,525	7,302	Zero	6,737	5,582	Zero	6,737	8,224	19,999	21,108
		<b>Total</b>	<b>Zero</b>	<b>13,050</b>	<b>14,439</b>	<b>Zero</b>	<b>13,475</b>	<b>12,292</b>	<b>Zero</b>	<b>13,475</b>	<b>16,344</b>	<b>40,000</b>	<b>43,075</b>
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	%	Male	9.2 <sup>3</sup>	5.0 <sup>4</sup>	N/A	N/A	Zero	12.2	24.6	Zero	8	N/A	N/A
		Female	20.4	8.3	N/A	N/A	Zero	24.4	43.8	Zero	12.3	N/A	N/A
		<b>Total</b>	<b>13.7</b>	<b>6.4</b>	<b>N/A</b>	<b>N/A</b>	<b>Zero</b>	<b>17.2</b>	<b>32.3</b>	<b>Zero</b>	<b>9.9</b>	<b>N/A</b>	<b>N/A</b>
Number of administrators and officials successfully trained with USG support	Number	Male	Zero	N/A	N/A	Zero	N/A	N/A	Zero	N/A	N/A	N/A	21
		Female	Zero	N/A	N/A	Zero	N/A	N/A	Zero	N/A	N/A	N/A	39
		<b>Total</b>	<b>Zero</b>	<b>N/A</b>	<b>N/A</b>	<b>Zero</b>	<b>N/A</b>	<b>N/A</b>	<b>Zero</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>60</b>
Number of PTAs or similar school governance structures supported	Number	<b>Direct</b>	N/A	N/A	N/A	N/A	N/A	N/A	<b>Zero</b>	<b>40</b>		<b>40</b>	

<sup>3</sup> Baseline for Sample 1 students who began grader 1 in the academic year 2013/2014 and thus finish two years of primary education in June 2015

<sup>4</sup> Baseline for Sample 1 students who began grader 1 in the academic year 2014/2015 and thus finish two years of primary education in June 2016

## Appendix II – Expected Outcomes, Outputs, Related Activities, Indicators and Numbers for the Three Year Project

\*\*\*N/A denotes an inability of DF to quantify a specific indicator based on information gathered.

<b>Project Outcomes:</b> 1. Intervention remedies that identify skill-gap of each student enrolled in programme thereby facilitating better performance outcomes 2. Increased teacher capacity in the delivery of literacy instruction 3. Increased teacher capacity in the identification and support for at-risk learners and/or special needs students						
Output 1	Activity	Standard indicator	Target	Baseline Situation	Actual	Data needed (to measure change)
Enrichment Centres established in schools across the island	Launch of project	Project launched	1	Zero	1	Press release; media features
	Call out for applications to schools interested in the EI Center through various communication channels.	Call for applications launched annually	3	Zero	2	Call for Application; Application Guidelines; Application Form; press release; media features;
		Number of applications approved	35	Zero	43	Signed MoUs with Schools
	Consult with the MOE to determine schools that are in need of intervention (based on established criteria)	MOE and DF meetings held	15	N/A	16	List of shortlisted schools ( site visit forms, emails from Regional offices or central ministry with suggested schools and approving final shortlist)
	Select schools based on established criteria:	School selected for EC intervention	35	Zero	43	Grant agreement signed by Principal; Implementation plan developed and instituted.
	Procurement of materials and technological equipment.	EC materials and equipment procured and installed	N/A	N/A	N/A	Financial supporting documents; contract to supplier; fixed asset registry; press release; media features; pictures
	Design School of the Year competition	Award criteria developed	1	Zero	1	Award criteria; award guidelines; list of shortlisted candidates
		Award issued	3	Zero	2	Finance supporting documents; pictures; press releases, media features
Output 2	Activity	Standard indicator	Indic. #	Baseline		Data needed

				Situation		(to measure change)
Mobile Enrichment Carts distributed to selected schools across the island	Call out for applications to schools interested in MECs through various communication channels.	Call for applications launched annually	3	Zero	2	Call for Application; Application Guidelines; Application Form; press release; media features;
		Number of applications approved	60	Zero	61	Signed MoUs with schools
	Consult with the MOE to determine schools that are in need of intervention (based on established criteria)	MOE and DF meeting held	15	N/A	15	list of shortlisted schools (emails from Regional offices or central ministry with suggested schools and approving final shortlist)
	Select schools based on established criteria:	School selected for MEC intervention	60	Zero	61	Signed grant agreement by Principal; Implementation plan developed and instituted.
	Procurement of materials and technological equipment.	MEC materials and equipment procured and delivered	N/A	N/A	N/A	Financial supporting documents; contract to supplier; fixed asset registry; press release; media features; pictures
	Design School of the Year competition	Award criteria developed	1	Zero	1	Award criteria; award guidelines; list of shortlisted candidates
Award issued		3	Zero	1	Finance supporting documents; pictures; press releases, media features	
<b>Output 3</b>	<b>Activity</b>	<b>Standard indicator</b>	<b>Indic. #</b>	<b>Baseline Situation</b>		<b>Data needed (to measure change)</b>
Teacher trained in literacy curriculum and use of technology	MOE to conduct literacy training sessions to equip teachers with skills to identify and improve intervention strategies to address learning challenges in classrooms	Number of training sessions conducted	6	N/A	6	Registration sheets; training curriculum; meeting agenda; training report; training evaluation
		Number of participants registered and completed training	190	N/A	190	Registration sheets
	Supplier to conduct in-service trainings on use of computer software programmes.	Number of person hours of teachers receiving in-service training in computer literacy software (Average training time	190	Zero	312.5	Contract to supplier; registration sheets; training curriculum; training schedule; training evaluation; school reports

		= 1 hour)				
	Supplier to conduct in-service training programme on use of equipment	Number of person hours of teachers receiving in-service training on equipment use (Average training time = 1 hour)	190	Zero	329.5	Contract to supplier; registration sheets; training curriculum; training schedule; training evaluation; school reports
	Facilitate site-based in-service platform to allow participating teachers to share strategies learned and used in the EI.	Number of testimonials/ideas received and shared	85	Zero		Site visit reports; school reports; intervention logs; meeting reports;
	Develop training modules for upload unto laptops.	Training modules developed and uploaded unto laptops	N/A	Zero		REO site visit reports; supplier in-service reports;
	Design Teacher of the Year competition	Award criteria developed	1	Zero	1	Award criteria; award guidelines; list of shortlisted candidates
		Award issued	3	Zero	2	Finance supporting documents; pictures; press releases, media features
<b>Output 4</b>	<b>Activity</b>	<b>Standard indicator</b>	<b>Indic. #</b>	<b>Baseline Situation</b>		<b>Data needed (to measure change)</b>
Improved performance outcomes of direct beneficiaries in ECs and MECs	Establish library corners	Number of library corners established	95	N/A	104	Finance supporting documents; fixed asset registry; pictures; press releases, media features
	Refer underperforming students to EC teacher	Number of student referral form signed and submitted to EC teacher ( <i>assuming 50 students/yr./school</i> )	3,450	N/A	5,517	Termly reports from EC managers on students in programme
	Assess student and develop individual intervention plan for EC students	Number of baselines of each student's performance identified	3,450	N/A	2,010	Baseline reports
		Number of individual intervention plans developed per student	3,450	N/A		Intervention plans
	Deliver programme to diagnosed students in EC by teacher	Number of students enrolled	3,450	N/A	3,190	Enrolment list; baseline reports; intervention plans
	Establish intervention log to diagnosed students in EC by teacher	Number of intervention logs recorded per student	3,450	N/A		Intervention logs
	Student self-evaluation form of EC and	Number of student self-	10,600	N/A	195	Evaluation sheets

	MEC students	evaluations conducted.				
	Prepare reports for EC and MEC students' progress	Number of reports prepared and submitted to DF and REOs (assuming 50 students/EC/yr. and 60 students/MEC/yr. accumulated over 3 years as described in Appendix 1)	10,600	N/A		School reports; intervention plans (MEC reports on baseline of students per grade)
	Assess students at least once per term		10,600	N/A	6,727	
	MOE to conduct assessment of teachers	Number of site visits by REOs	190	N/A		REO site visit reports; site visit check list
		Number of reports submitted to DF and MOE	190	N/A		
	Design Student of the Year competition	Award criteria developed	1	Zero	1	Award criteria; award guidelines; list of shortlisted candidates
		Award issued	3	Zero	1	Finance supporting documents; pictures; press releases, media features
<b>Output 5</b>	<b>Activity</b>	<b>Standard indicator</b>	<b>Indic. #</b>	<b>Baseline Situation</b>		<b>Data needed (to measure change)</b>
Collaborative responses between home and school for successful academic interventions	Conduct sensitisation workshops for parents	Number of parents attending sensitisation workshops	3,930	Zero	1,218	Registration sheets; meeting agenda; (assuming 21% attrition rate of project target of 5000 parents)
	Distribute parent partnership forms	Number of signed parent partner forms returned	3,930	Zero		School reports; Signed parent partnership forms
	EI teachers host monthly progress meetings/individual sessions with parents	Number of parents attending monthly progress meetings//individual sessions	3,930	Zero	410	School reports; Registrations sheets; REO site visit reports;
	Design of Parent of the Year competition	Award criteria developed	1	Zero	1	Award criteria; award guidelines; list of shortlisted candidates
		Award issued	3	Zero	1	Finance supporting documents; pictures; press releases, media features
<b>Output 6</b>	<b>Activity</b>	<b>Standard indicator</b>	<b>Indic. #</b>	<b>Baseline Situation</b>		<b>Data needed (to measure change)</b>

Effective management of the project	Oversight by DF team	Number of staff evaluations conducted	18	N/A	18	Staff contracts; staff appraisals
	Conduct monitoring visits by DF team	Number of person hours of mentoring given during site visits (Average visit time = 1 hour)	360	N/A	269	DF staff site visit reports
	Organise steering committee monthly meetings with DF, MOE & USAID representatives	Number of meetings held	36	Zero	15	Meeting notes; meeting agenda; registration sheets (G2G meetings How should I report on these now that we have our own committee?)
	Compile DF monthly technical and financial reports	Number of reports prepared, signed and filed	36	N/A	36	Filed reports (to be signed and filed)
	Compile quarterly USAID technical and financial reports	Number of reports prepared, signed and submitted to USAID in a timely manner	12	Zero	12	Filed reports (one AR)
	Bi-annual meetings with USAID	Number of meetings held	6	Zero		Meeting notes; meeting agenda; registration sheets
	Prepare technical and financial files for annual, external audit	Annual audit conducted	3	Zero	2	Auditor contract; audit report

## Appendix III – Regions of the Ministry of Education

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

## Appendix IV - Project Schools

School	EC/ MEC	Year Engaged	Region
Adelphi Primary	MEC	2013	4
Albert Town Primary and Infant	EC	2013	3
Askenish All Age	MEC	2013	4
Bethabara Primary and Junior High	MEC	2013	5
Bethel Primary	EC	2013	4
Bethlehem All Age and Infant	EC	2013	5
Brampton All Age	MEC	2013	3
Claremont All Age	MEC	2013	3
Claremont All Age	MEC	2013	4
Corinaldi Avenue Primary	EC	2013	4
Cornwall Mountain All Age	MEC	2013	4
Cove Primary	MEC	2013	4
Davis Primary	EC	2013	6
Falmouth All Age	MEC	2013	3
Garlands Primary and Junior High	MEC	2013	4
Hague Primary and Infant	EC	2013	3
Irwin Primary	EC	2013	4
John Rollins Success Primary and Junior High	EC	2013	4
Kendal Primary	MEC	2013	4
Little London Primary	EC	2013	4
Lottery Primary	MEC	2013	4
Lucea Primary	EC	2013	4

<b>School</b>	<b>EC/ MEC</b>	<b>Year Engaged</b>	<b>Region</b>
Mount Nebo Primary	MEC	2013	6
Mount Rosser Primary and Infant	MEC	2013	6
New Green Primary and Junior High	MEC	2013	5
Niagara Primary	MEC	2013	4
Petersfield Primary and Infant	EC	2013	4
Pondside Primary	MEC	2013	4
Sheffield All Age	MEC	2013	4
Spring Garden Primary and Infant	MEC	2013	3
Ulster Spring Primary	MEC	2013	3
Wilson's Run All Age	MEC	2013	3
Aenon Town All	MEC	2014	6
Alligator Pond Primary and Infant	MEC	2014	5
Bryce Primary	EC	2014	5
Bull Savannah Primary and Infant	EC	2014	5
Chandlers Pen Primary and Junior High	MEC	2014	6
Crescent Primary	EC	2014	6
Elgin Primary	MEC	2014	6
Friendship Primary	EC	2014	6
Geneva Primary	MEC	2014	5
Gimme-me-bit Primary	MEC	2014	6
Guanaboa Vale Primary	MEC	2014	6
Guys Hill Primary	EC	2014	6
Hayes Primary and Junior High	EC	2014	6
Horizon Park Primary	EC	2014	6
Kitson Town All Age	EC	2014	6
Lititz All Age and Infant	MEC	2014	5
McAuley Primary	EC	2014	6
Mile Gully Primary	MEC	2014	5
Milk River Primary	MEC	2014	6
Mount Providence Primary	MEC	2014	6
Mt. Olivet Primary	MEC	2014	5
Patrick Town Primary	MEC	2014	5

<b>School</b>	<b>EC/ MEC</b>	<b>Year Engaged</b>	<b>Region</b>
Port Henderson Primary	EC	2014	6
Race Course Primary	EC	2014	6
Richmond Primary	MEC	2014	5
Robins Hall All-Age	MEC	2014	5
Rose Hall All Age	MEC	2014	5
Roses Valley Primary	MEC	2014	5
Slipe Leased Primary	MEC	2014	5
St. Mary's All Age	EC	2014	6
Thompson Town Primary and Infant	MEC	2014	6
Thornton Primary	MEC	2014	5
Treadlight Primary	EC	2014	6
Windsor Castle All Age	EC	2014	2
Zion Hill Primary	MEC	2014	5
Aeolus Valley All Age	MEC	2015	2
Albion Mountain Primary	MEC	2015	2
Annotto Bay Primary	EC	2015	2
Boscobel Primary	MEC	2015	2
Bull Bay All Age	MEC	2015	2
Cavaliers All Age	MEC	2015	1
Central Branch All Age	EC	2015	1
Cross Primary	EC	2015	6
Free Hill Primary and Infant	EC	2015	2
Gayle Primary	MEC	2015	2
Golden Spring Primary	EC	2015	1
Gregory Park Primary	EC	2015	6
Grove Primary	MEC	2015	1
Hampstead Primary	MEC	2015	2
John Mills Primary & Junior High and Infant	EC	2015	1
Johns Town Primary	MEC	2015	2
Linstead Primary and Junior High	EC	2015	6
Mason Hall Primary	MEC	2015	2
May Pen Primary	EC	2015	6
Mount Fletcher Primary	MEC	2015	1
Norman Gardens Primary and Junior High	EC	2015	1
Old Harbour Bay Primary	EC	2015	6

School	EC/ MEC	Year Engaged	Region
Orange Bay Primary	MEC	2015	2
Osbourne Store Primary and Junior High	EC	2015	6
Reach Primary and Infant	MEC	2015	2
Rennock Lodge All Age	MEC	2015	1
Rowlandsfield Primary	MEC	2015	2
Rural Hill Primary	MEC	2015	2
St. Andrew Primary	EC	2015	1
St. Anne's Primary	EC	2015	1
St. Benedict's Primary	EC	2015	1
Stony Hill Primary and Junior High and Infant	EC	2015	1
Swallowfield Primary and Junior High	MEC	2015	1
Tavares Gardens Primary	MEC	2015	1
Wallingford Primary	MEC	2015	2
Yallahs Primary	EC	2015	2
York Town Primary	EC	2015	6

## Appendix V – List of Schools to Host Parent Supported Student Summer School Activities 2016

School	MEC/EC
Adelphi Primary	MEC
Albert Town Primary and Infant	EC
Albion Mountain Primary	MEC
Brampton All Age	
Bull Bay All Age	
Bull Savannah Primary and Infant School	
Central Branch All Age	EC

<b>School</b>	<b>MEC/EC</b>
Chandlers Pen Primary and Junior High School	MEC
Golden Spring Primary	EC
Grove Primary	MEC
Johns Town Primary	MEC
Kitson Town All Age School	
Lititz All Age and Infant School	MEC
Mason Hall Primary	MEC
Mount Fletcher Primary	
Mount Providence Primary School	
Mt. Olivet Primary School	
Old Harbour Bay Primary	EC
Petersfield Primary and Infant	EC
Richmond Primary School	
Rowlandsfield Primary	
St. Andrew Primary	EC
St. Anne's Primary	EC
Stony Hill Primary & Junior High and Infant	EC
Tavares Gardens Primary	
Treadlight Primary School	EC
Wallingford Primary	MEC
York Town Primary	EC

## Appendix VI – List of Priority 40 Schools for Parental Involvement

### **REGION 1**

1. Grove Primary
2. Cavaliers PJH
3. St. Andrew Primary
4. Swallowfield PJH
5. Tavares Gardens Primary

### **REGION 2**

1. Annotto Bay Primary
2. John's Town Primary
3. Rowlandsfield Primary
4. Wallingford Primary
5. Bull Bay All Age
6. Aeolus Valley All Age

### **REGION 3**

1. Albert Town Primary & Infant
2. Brompton All Age
3. Claremont All Age
4. Spring Garden Primary & Infant
5. Ulster Spring Primary
6. Wilson Run Primary
7. Falmouth All Age

### **REGION 4**

1. Lottery Primary
2. Kendal Primary
3. Bethel Primary
4. Adelphi Primary
5. Corinaldi Ave Primary
6. Little London Primary

### **REGION 5**

1. Rose Valley Primary
2. Alligator Pond Primary & Infant
3. Geneva Primary
4. Patrick Town Primary
5. Richmond Primary
6. Rose Hall Primary
7. Lititz Primary

### **REGION 6**

1. Cross Primary
2. York Town Primary
3. Mount Nebo Primary
4. Aenon Town All Age
5. Gregory Park Primary
6. Mt. Rosser
7. Gimme-Me-Bit Primary
8. Guanaboa Vale Primary
9. Milk River All Age