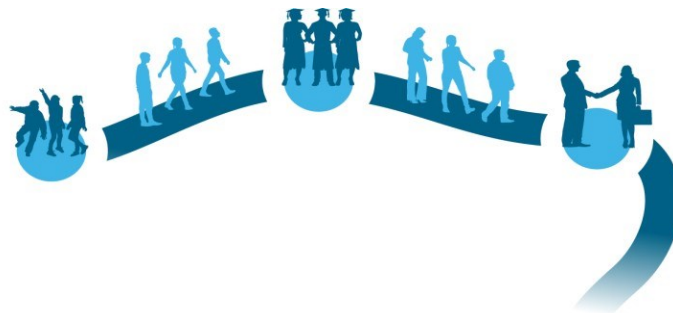




USAID Advance Program

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Year 7 Annual Report

October 1, 2021 –
September 30, 2022

Quarterly Report 28

July 1 - September 30, 2022

Table of Contents

Table of Contents	1
List of Acronyms.....	2
I. INTRODUCTION.....	3
II. ACTIVITIES AND ACCOMPLISHMENTS.....	6
III. NEXT STEPS	31
Appendix A: Jamaica Quarter 28 Highlights.....	35
Appendix B: Dominican Republic Quarter 28 Highlights	37

List of Acronyms

CBS	Capacity Building Strategy
CCCJ	Council of Community Colleges of Jamaica
EDPT	Entertainment Design, Production and Technology
EFPEM	<i>Escuela de Formación de Profesores de Enseñanza Media de la Universidad de San Carlos de Guatemala</i>
FG	Focus Group
FPI	Full Program Implementation student cohorts
FY	Fiscal Year
HQ	Headquarters
ICA	Institutional Capacity Assessment
ICT	Information and Communications Technology
IEET	<i>Iniciativa Empresarial para la Educación Técnica</i>
ILA	Institutional Landscaping Analysis
ITLA	Instituto Tecnológico de las Américas
ITSC	Instituto Técnico Superior Comunitario San Luis
LMA	Labor Market Assessment
MINEDUC	Ministry of Education of Guatemala
M&E	Monitoring & Evaluation
MOU	Memorandum of Understanding
PIRS	Performance Indicator Reference Sheet
PPI	Partial Program Implementation student cohorts
PUCMM	Pontificia Universidad Católica Madre y Maestra
PYD	Positive Youth Development
Q3	Quarter 3
Q4	Quarter 4
SBAC	Study of Barriers to Access and Completion
SEL	Social and Emotional Learning
SINAGER	National Risk Management System
SME	Small and Mid-size Enterprises
SNS	<i>Servicio Nacional de Salud</i>
USAID	U.S. Agency for International Development
USAC	University of San Carlos
UTECH	University of Technology
VTDI	Vocational Training Development Institute

I. INTRODUCTION

This combined Annual and Quarterly report provides a summary of the Advance Program's accomplishments during its seventh year of implementation from October 2021 to September 2022 in Jamaica and the Dominican Republic (DR), and updates on the Program's principal achievements during Quarter 4 of Year 7 (July 1 – September 30, 2022). The report is broken down into three main sections: (1) Core Administrative Activities; (2) Result 1 Activities; and (3) Result 2 Activities. Each section begins with a summary of Year 7 annual accomplishments based on the Year 7 Annual Work Plan, and then provides a summary of Year 7, Quarter 4 activities.

Year 7 Overview

In Year 7, the Program continued implementation in Jamaica and the Dominican Republic, including additional adaptations in activities as both countries recovered from the impact of the COVID 19 pandemic. In-person classes resumed or adapted to blended modalities and Advance shifted the support to all six partner institutions to accommodate for these changes across all 12 degree programs. In the DR, Advance started curriculum revisions by establishing working teams, convening these teams with over 30 employers to understand the competencies and professional standards needed in supported industries and facilitating in-person curriculum mapping activities to review these competencies. Advance also facilitated trainings on methodologies for blended learning with over 100 faculty from partner institutions in the DR to support teachers to adapt to their new realities in the classrooms. The Program completed tweaks for all degree programs at ITLA in Year 7. Advance also signed the MOU with the *Universidad Autónoma de Santo Domingo* (UASD) to begin basic education activities. Advance adopted a similar approach to work done in Guatemala and started integrating socioemotional learning into preservice teaching practicum courses for soon to be teachers of literacy in secondary schools. In Jamaica, Advance worked with the Vocational Training Development Institute (VTDI) to convert five technical courses into an online format to help reach those students who cannot commute to in-person classes. By increasing VTDI's online offering, Advance helped to widen access to education for youth, while also increasing student retention as more flexible options also help youth who had to pause their studies due to personal constraints with commuting to campuses. In partnership with Project C.U.R.E. and the National Education Trust, Advance donated medical supplies and equipment for nursing career programs to The Council of Community Colleges of Jamaica (CCCJ). These donations were valued in USD \$802,322 and included masks, sanitizers, thermometers, gloves, gowns, and emergency relief beds which will support CCCJ and its member colleges and surrounding communities to continue to protect themselves against COVID-19 and future pandemics. The combination of equipment donations, industry linkages and learning forums elevated Advance's visibility, particularly in the private sector and the wider education sector. In Year 7, the Program reported a total cost share of USD \$828,299.

As students started to graduate in Jamaica and the DR, Advance focused its support to institutions' career services. Adopting learnings from Guatemala and Honduras, the Program decided to integrate employability and soft skills modules previously used in Honduras to welcoming courses for first year students at both partner institutions in the DR. Thus far, 104 students have benefitted from these courses. Through the co-facilitation of labor bringing activities such as job fairs, over 400 student resumes have been referred to different companies in their career sector and at least 50 graduates entered the Dominican labor market. In Jamaica, Advance focused activities on digitizing employability resources so more students could access them such as the World of Work e-course uploading it to universities' own learning management system and supporting student entrepreneurs to start and formalize their businesses. Advance Jamaica also started Spark Days, experiential learning events, which in collaboration with employers provided students with exposure to an up-and-running greenhouses to learn about modern technologies in agriculture.

During Year 7, recognizing the challenges and gaps in learning outcomes caused by the COVID-19 pandemic, the

Program made it a priority to focus on student support for retention and completion. In the DR, Advance designed a remedial program in mathematics and language to integrate it to partner’s offerings for first-year students who face learning gaps prior to starting their degree programs. The pilot will reach over 600 new students. In Jamaica, as some careers faced a high number of dropouts, the Program conducted an in-depth qualitative study to understand specific challenges and implement solutions to address them, including providing individualized mentoring to orient students on navigating their academic programs and helping them overcome personal obstacles through piloting psychosocial support services. Through the study, Advance identified opportunities for those students who cannot commit to two-or-three-year degrees and had to dropout as a result by providing support to universities to design micro-credential programs which are shorter and still provide a pathway to a certificate or full degree. To date, 829 students in Advance-supported degree programs have completed their studies and/or graduated from their degree programs in both countries.

In Jamaica, Advance distributed an additional 22 scholarships for students at CCCJ for a total of 226 scholarships in both Jamaica and the DR. In the DR, Advance completed a tool to help student services better track engagement and satisfaction of scholarship holders with academics and campus life. 100% of the scholarship holders from ITLA and ITSC indicated that the coaching and follow-up received from Advance has helped them to improve their study practices and habits, to better organize their time, and to take care of their emotional health to continue their studies. Over 82% of scholarship holders expressed being very satisfied with the support given as Advance provided individualized follow-up and facilitated professional orientation and leadership sessions targeted to them.

The supported careers at each partner institution are detailed in Table 1 below.

Table 1. Partner institutions and target degree programs by country

Jamaica	
University	Degree programs
Vocational and Technical Development Institute (VTDI)	<ul style="list-style-type: none"> Entertainment & Events Management Animation
Council of Community Colleges of Jamaica (CCCJ) <ul style="list-style-type: none"> College of Agriculture, Science and Education Excelsior Community College Knox Community College Portmore Community College Montego Bay Community College 	<ul style="list-style-type: none"> Health & Wellness Tourism Agro-processing & Business Management
University of Technology (UTECH)	<ul style="list-style-type: none"> Fashion Styling & Image Consulting Entertainment Design, Production and Technology
Dominican Republic***	
University	Degree programs
Instituto Tecnológico de las Américas (ITLA)	<ul style="list-style-type: none"> Software Development Medical Devices Manufacturing
Instituto Técnico Superior Comunitario San Luis (ITSC)	<ul style="list-style-type: none"> Nursing+ Events Production+ Gastronomy+ Logistics+
Universidad Autónoma de Santo Domingo (UASD)	<ul style="list-style-type: none"> Bachelor's Degree in Literacy*

Total: 2 Countries, 6 Institutions, 12 Programs

+Degree programs that are still in the process of design/revision as of Year 7, Quarter 4.

*Degree program that is part of basic education activities. The work is only focused on integrating socioemotional learning into practicum courses.

Quarter 4 Overview

During Quarter 4 of Year 7, Advance made key progress on Result 1, including completing curriculum tweaks for two degree programs at ITLA in the DR and completing online conversion of five in-person courses for the Entertainment and Events Management and Animation degree programs for VTDI in Jamaica. Advance also explored the labor market to assess the feasibility of micro-credentialing in Agro-processing and Health and Wellness careers at CCCJ, which showcased opportunities for youth in entry-level positions. As part of professional development activities, in the DR Advance facilitated subject-matter training sessions, established communities of practice with faculty from partner institutions and concluded the strategy and training guides to standardize how institutions train and orient new teachers of technical careers. This will have great impact in the quality of technical education for future students at both ITLA and ITSC. In Jamaica, the Program hosted a customer service training for UTECH staff. As a result, the Office of Admissions and Enrollment Management now implements virtual town hall meetings that allow students to have direct access to staff who can then document and resolve complaints. As Advance moves to its final year of implementation, partner universities are showing adoption of good practices as result of Advance's capacity building and efforts to institutionalize professional development guidelines and strategies.

Related to labor bridging, Advance prioritized capacity building support to career services departments to facilitate labor intermediation for students as they complete their studies, internships, and graduate. In the Dominican Republic, Advance worked with partner institutions to facilitate 31 working sessions, both virtual and in-person, on employability and job search techniques. A total of 892 students participated. Advance also supported ITSC in facilitating two in-person job fairs where 352 students and graduates attended, 198 of whom were assessed and pre-selected to continue the recruitment process with participating companies. In Jamaica, the focus was leveraging private sector connections to facilitate Spark Days. These are opportunities for students to gain valuable insights into different areas of their careers and allow them to see first-hand how concepts taught in the classroom are applied in real job situations.

In Result 2, Advance focused on working with recruitment, outreach, and admissions staff to provide training, guides as well as support in the design of relevant informational material related to supported careers. In Jamaica, Advance did a follow-up with staff from the Admissions and Enrollment department at UTECH who participated in a training session, who noted that the strategies from the training have now been integrated into their day-to-day operations and has resulted in more positive student interactions. In the DR, Advance finalized the design of the remedial program and work with both partner institutions to structure this program into core requirement courses that students will take during their first semester of classes. Advance also conducted a training for 16 faculty who will be imparting the courses, ensuring use of multiple collaborative and participatory methods including peer-to-peer support and reflection exercises. Advance expects that this course will impact over 600 students who will take the courses next quarter. Advance also continued the proposal for a pilot psychosocial support program with VTDI in Jamaica and continued the design of an Early Warning System at ITSC integrating into their new and upgraded information system.

This quarter, Advance reported \$828,299 in cost share from Project CURE and CCCJ and completed the analysis of M&E results from each country to inform Year 7 reporting and Year 8 work panning. Advance also completed Year 8 work plan, which was approved in October 2022.

II. ACTIVITIES AND ACCOMPLISHMENTS

Core Administrative Activities

ANNUAL SUMMARY

In Year 7, the Program extended the cooperation agreements with the *Instituto Técnico Superior Comunitario* (ITSC), the *Instituto Tecnológico de las Américas* (ITLA) and the *Iniciativa Empresarial para la Educación Técnica* (IEET) until the close of the Program in the Dominican Republic. In addition, after an intense follow-up and multiple discussions, Advance signed a cooperation agreement with the *Universidad Autónoma de Santo Domingo* (UASD) to work on integrating socioemotional learning into the training of pre-service teachers at the Santo Domingo and San Francisco de Macorís campuses. As part of cost share activities, Advance focused on streamlining and advancing conversations with the private sector to secure alliances with partner institutions to report potential cost share. Advance also continued discussions with Project C.U.R.E. to finalize donations of medical and COVID-19 related equipment. Advance secured a donation from Microsoft of digital screens that will allow for better integration and use of technology in the classrooms.

As the number of COVID-19 cases decreased and with a better distribution of vaccines, Advance finalized a reintegration plan for the staff so they could return to the office, considering the distance and the number of staff that can work from the office at the same time to allow for social distancing. The Program also hired new personnel such as a finance officer, a finance manager, a communications and logistics coordinator, and an operations assistant to continue implementation for Year 7.

In Jamaica, the Program continued to engage businesses, particularly in the agribusiness sector, by brokering internship partnerships and site visits with selected community colleges. Most companies preferred informal collaboration this year but showed interest in more formal partnerships in the future.

The combination of equipment donations, industry linkages and learning forums elevated Advance's visibility, particularly in the private sector and the wider education sector. Advance focused on student retention, practical examples of school-based work readiness activities, and employer perspectives on employability to help direct and indirect stakeholders make positive improvements in higher education spaces securing leverage to increase support. Project C.U.R.E donations to community colleges provided significant cost share and boosted several nursing and community health programs at campuses island wide.

YEAR 7, QUARTER 4 ACTIVITIES

Core Administrative Activities

Work Plan Year 8

Regional: The Program led learning sessions using M&E data with each country team to assess outcomes and gaps in fulfilling targets for a few indicators and prioritize activities going forward for the new year. These sessions helped to inform the work planning process in each country and regionally. Coordinating closely with partner institutions in Jamaica and the DR, the Program completed the work plan which was approved by USAID.

Activity 1: Conduct necessary administrative processes for cost share activities

Jamaica: The program completed donations of COVID-19 relief shipments to CCCJ member colleges. With support from the National Education Trust, Advance delivered equipment to the colleges that included masks, sanitizers,

thermometers, gloves, gowns, and emergency relief beds. These items will help the CCCJ and its member colleges to cater to the medical needs of its communities, establish and upgrade skills labs for students enrolled in their nursing program, and continue to protect member college students, teachers, and staff against COVID-19 and future pandemics. The total cost share reported for this quarter was USD 828,299, including Project C.U.R.E. donations and CCCJ's staff time and resources.

Dominican Republic: Advance continued arrangements to distribute the donation of Microsoft Surface Hubs for the institutions to better integrate technology into the classrooms. The cost share of this donation will be reported next quarter. Advance continued to meet with representatives of the *Servicio Nacional de Salud* (SNS) to understand the delays in securing the agreement to proceed with Project C.U.R.E. donations. Advance expects to continue negotiations to secure the agreement and finalize the donations, which will benefit hospitals and students who will work or do their internships in these hospitals.

Activity 2: Develop and implement communication activities

Regional: Advance captured, developed, and shared content to inform stakeholders about the Program's activities in both Jamaica and the DR. Additionally, content shared has helped to grow the Program's social media pages and reach a wider audience. Advance shared content on social media via posts, tweets, reels, and Instagram stories and uploaded new videos to the YouTube account.

The Advance website received 787 users, with 764 being new users. Instagram followers grew by 10.8% pushing the number of followers from 412 to 459. There has been a 9.6% increase in accounts engagement in comparison to the prior quarter. There were 2,711 profile visits made to the Program's twitter page. The Program's YouTube page grew by 26 new subscribers, bringing the total subscriber count to 105. During this quarter, the Program's YouTube channel received 1,084 views.

Jamaica: Advance hosted three special events focused on communications: a learning forum, a medical supplies donation handover ceremony, and a learning labs viewing party, and continued providing communication coverage for all other key activities.

Learning Forum- Work Ready: Industry Conversations on Workforce Development (4th learning forum)

Advance Jamaica hosted its fourth learning forum on July 28, 2022 to discuss ways employers can help to prepare students for the world of work and to encourage more employers to open their doors to students for learning and job opportunities. the forum created a platform for key stakeholders to share their thoughts and ideas on how representatives from their sectors can help to prepare students for the workplace. This event highlighted partnerships Advance has fostered between its partner institutions and the private sector. The event was live streamed via Zoom and YouTube, and 27 participants attended. As of October 7, the [recording of the event on YouTube](#) has received 150 views.



This promotional invitation was disseminated via email and on social media.



Panel discussion and stage layout. Captured in the photo are Aisha Bailey, founder of MLR Technology and Innovation, Tanketa Chance-Wilson, executive director of Barita Foundation, Kim Mair, chief executive officer of the JMMB Joan Duncan Foundation, Andrea Dempster-Chung, executive director of Kingston Creative, Imega Breese McNab, executive director of the Private Sector Organization of Jamaica and Cliff Riley, International Consultant on Food Safety.

Handover ceremony: Medical Supplies Donation in Partnership with Project C.U.R.E.

Advance Jamaica hosted a handover ceremony to officially donate medical supplies and equipment to CCCJ and its partner institutions. The event was held on September 20 at Excelsior Community College, and was attended by representatives from the Ministry of Education and Youth, USAID Jamaica, Advance Program and CCCJ. The handover ceremony occurred in collaboration with the National Education Trust.



Screenshot from JIS of media coverage on Project C.U.R.E handover ceremony



Stage set-up with retractable banners and event moderator



Photo of representatives from left to right- USAID (Gerard Fontain), Advance (Ruth Chisholm), Excelsior Community College (Malin Deepati) and the Ministry of Education of Youth and Education (Olivine Evans) viewing items donated by Project C.U.R. E



Event attendees seen listening attentively to what is being said at the donation handover ceremony

Learning Labs Viewing Party

The Advance Program hosted a viewing party on September 23 to watch the premiere of the Program’s learning labs feature. This feature highlights two labs and a resource center that Advance helped to establish, as well as the Program’s contributions in helping to prepare students for the world of work. The event was attended by representatives from partner institutions and the private sector. A guest presentation by Ms. Renee Robinson, film commissioner of Jamaica at JAMPRO, focused on the creative industries' value and importance. The [video](#) premiered on the Program’s YouTube channel on September 23, 2022.

“So much inspiration and information shared today on technical skills training and labor market for JA’s creative economy”

- Event participant

“Grateful to the @advanceprgm team led by @ruthLchisholm for always keeping a focus on the cultural & creative industries, orange economy jobs, new possibilities for our creative youth and a sustainable future for #Jamaica. Powerful work. #creativeeconomy @USAID @fhi360”

- Social media comment

International Youth Day

Advance observed International Youth Day, celebrated on August 12, and centered activities from partner institutions. The content shared included video features of two of Advance’s beneficiaries: Moesha Martin, a student who completed her internship at JP Farms, and Davia Morris, an animator and past student of VTDI, formerly enrolled in the Associate Degree in Animation.

Dominican Republic: In order increase visibility and reach, Advance documented testimonies from students and faculty from ITLA and ITSC and recorded four short videos to showcase them. These videos are in the final editing phase and will be published next quarter.

Activity 4: Monitor subgrants with local universities

Jamaica: Advance continued to monitor subgrants with partner institutions, which included monitoring student data such as enrollment and completion, especially those from the accelerated Agro-processing and Business Management programs. These students are on track to complete their degrees by March 2023.

Activity 5: Purchase equipment

Jamaica: Advance delivered equipment for the Agro-processing Learning Lab at Knox Community College. Equipment purchase for the lab is now 95% complete.

Monitoring and Evaluation (M&E) Activities

ANNUAL SUMMARY

During Year 7, the Advance team continued using the Program's online standardized tools for tracking activities and key results in each country. As in previous years, Advance faced challenges to obtain timely data from universities on a bi-annual basis due to the institutions' limited internal capacity to submit timely and accurate reports, especially in the DR. The partner institutions in the DR have weak information systems, which make it difficult for them to provide timely data with the necessary disaggregation for accurate and timely reporting.

In Year 7, Advance implemented the Graduate, Student, and Scholarship surveys for the Dominican Republic and Jamaica:

Graduate Survey This survey collects data on students' employment status after graduation (Indicator 1). A total of 244 graduates completed the survey (Jamaica 47, DR 197), of which 94 (Jamaica 7, DR 87) reported having a new or better employment in Year 7. Of those with new or better employment, 32% were female (Jamaica 5, DR 25) and 68% were male (Jamaica 2, DR 62). It's important to note that 64% or a total of 157 (132 in DR, 25 in Jamaica) graduates were employed at the time the survey was implemented. This refers to employment that is not directly related to their field of study so they could not be counted towards the indicator target. Out of those 75 without a job (DR 60, Jamaica 15), 29% reported lack of relevant experience, and 15% reported not knowing the right people as the main reasons they didn't find a job. At the time of the survey, 75 students (DR 69, Jamaica 6) did not find job because they were continuing their studies.

Student Survey: This survey seeks to collect detailed information on disadvantaged status (as required to measure Indicator 10). In Year 7, 499 students (Jamaica 6, DR 493) were surveyed. Out of which, 353 (Jamaica 4, DR 349) or almost 71% were classified as disadvantaged. Most students (44%) that qualified as disadvantaged did so due to their economic status, meaning household income per person is below the minimum wage. A total of 79% of students considered disadvantaged are females (Jamaica 2, DR 279) vs 21% males (Jamaica 2, DR 73). In the DR, 58% of students are enrolled in the Nursing degree program at ITSC, out of which 95% are considered disadvantaged. 77% percent indicated that they are not working and 28% indicated that they are responsible for their households.

Scholarship Survey: This survey seeks to gain a more in-depth understanding of scholarship holders' experiences and challenges. In Year 7, Advance implemented the Scholarship Survey in the Dominican Republic; however, it did not administer this survey in Jamaica because the new scholarship cohort started late in the year. To answer the Scholarship Survey adequately, recipients need to be enrolled in the program for at least one academic year to gain experiences surrounding scholarship disbursement procedures and support. In the DR, Advance had a response rate of 100% (51/51) with all scholarship students completing the survey in a timely fashion. Over 82% of scholarship holders expressed being very satisfied with the support provided.

Program Indicators Update

Advance made considerable progress across all 13 performance indicators. Key progress on program indicators include:

- Meeting or exceeding annual targets for nine of the Program's 13 indicators:
 - **Indicator 2**, (Percentage of female participants) with 51% female participation in USG-assisted programs designed to increase access to productive economic resources (assets, credit, income or employment), representing 103% of the annual target.
 - **Indicator 3** (number of partner Institutions assisted) achieved 100% of its annual target, all six partner institutions receiving capacity building support. The Program was able to secure the final agreement with UASD in the DR.
 - **Indicator 4** (number of students who completed their degree programs), Advance reached its target in the Dominican Republic with 668 students completing their degree programs from supported careers. A total of 97 students completed their studies in Jamaica.
 - **Indicator 6**, (number of faculty/teaching staff whose qualifications are strengthened) with 159 more faculty or teaching staff with strengthened qualifications, exceeding the annual target by 227%.
 - **Indicator 7**, with four new partnerships formed in support of labor market bridging as a result of US Government (USG) assistance, exceeding the annual target by 200%.
 - **Indicator 8**, (number of students in selected institutions receiving labor bridging support) exceeded its target by 180% with 1,217 students participating in at least one activity. This result is of particular importance as they Program experienced considerable delays in the DR last year and it shifted to prioritize labor intermediation support in Year 7.
 - **Indicator 11**, with 4,326 student students enrolled in 12 technical degree programs across 11 higher education institutions¹ in Year 7, exceeding the annual target at 446%.
 - **Indicator 12** (number of students attending tertiary education with a scholarship), with 92 individuals attending tertiary education institutions with USG scholarship or financial assistance, representing 144% of the annual target. Advance disbursed 22 new scholarships in Jamaica.
 - **Indicator 13**, with 118 pre-service teachers completing professional development activities related to basic education, representing 157% of the annual target.

- Some or a significant advancement towards annual targets for three indicators:
 - **Indicator 1**, (New and better employment) with 94 graduates reporting having a new or better employment, representing 54% of the annual target. While performance in the DR has improved in Year 7, the total number of graduates reporting new or better employment might be underreported as the Program experienced low response rates to the Graduate Survey. In Jamaica, Advance reported a few graduates with new or better employment as most students either continue their studies or are employed in areas outside of their degrees and are not using the skills they learned. For Year 8, the Program will continue to study the barriers to employment to better target labor bridging support for students and graduates.
 - **Indicator 5** (number of revised curricula) In Year 7, Advance completed the curriculum revision of two degree programs in the DR and there are 4 revisions pending. The Program had planned to finalize all revisions during Year 7, however, there were delays with curriculum task forces at ITSC and the Program identified additional training needs before continuing the revision process

¹ UASD is not counted as Advance only implements basic education activities with the supported careers.

- **Indicator 10** (disadvantaged youth) achieved 71% of its annual target with 384 students identifying as disadvantaged, mainly for economic reasons. The Dominican Republic reported reaching 349 vulnerable students for an 80% annual progress in this indicator and Jamaica reached 35 vulnerable students for an 34% annual progress. Advance suspects that the Program is reaching more disadvantaged students, but the Program uses the Student Survey to collect this information and both countries experienced low survey response rates.

Table 2 shows indicator performance in Year 7 against pre-established targets, as well as cumulative achievement for each indicator against life of program (LOP) targets. The comments and assumptions section provides greater detail on the successes and challenges encountered with indicators this year.

Table 2: Indicator Performance Summary

Indicator	Year 7		Life of Project	
1. Number of individuals (graduates) with new or better employment following completion of USG-assisted workforce development programs.	Achieved	94	Achieved	315
	Target	175	Target	761
	%	54%	%	41%
Comments and Assumptions: <i>In Year 7, the DR reported 87 graduates with new or better employment. These values might underrepresent the actual values due to low response rates to the Graduate Survey probably driven by lack of accuracy on student contact information, which delayed attempts for targeted outreach, and when outreach did happen, graduates did not respond on time. Some reasons include the potential distrust of youth to phone numbers they do not recognize. Of those 60 graduates who reported not having employment, 20 listed the lack of prior relevant experience, 8 listed the limited employment opportunities due to COVID-19, and 8 listed not having the right connections as the primary reasons for not finding a job. Of those who are not employed, 25% decided to continue their studies. Jamaica only reported 7 graduates with new or better employment for Year 7. These results are driven by the fact that most graduates are employed in areas outside of their technical fields or not using their skills learned in their jobs, and therefore are not counted towards this indicator. In addition, other graduates opt to pursue a bachelor's degree instead of finding a job, and thus are not counted towards this indicator. Despite this, Year 7 results are higher than in previous years (Y6: 5, Y5:4, <Y4:0). Of those graduates employed (not in their technical area of study and/or not using their skills learned) DR had a total of 132 graduates and Jamaica had 25 graduates employed. Meaning that 64% of graduates in both countries are employed in total, 67% (132/197) in the DR and 53% (21/47) in Jamaica.</i>				
Indicator	Year 7		Life of Project	
2. Percentage of female participants in USG-assisted programs designed to increase access to productive economic resources (assets, credit, income or employment).	Achieved	51%	Achieved	49%
	Target	50%	Target	50%
	%	103%	%	98%
Comments and Assumptions: <i>Both Dominican Republic and Jamaica have surpassed their annual target for this indicator. Jamaica also surpassed their LOP target. In the DR, Year 7 achievement is of 51% and 53% for Jamaica.</i>				
Indicator	Year 7		Life of Project	
3. Number of host-country tertiary institutions receiving capacity development support with USG assistance.	Achieved	6	Achieved	12
	Target	6	Target	12
	%	100%	%	100%
Comments and Assumptions:				

In Year 7, in the DR, Advance finalized a third agreement with UASD (Universidad Autónoma de Santo Domingo) to implement basic education activities. Jamaica had achieved this target in previous years as it continued to implement activities with all three partner institutions.

Indicator	Year 7		Life of Project	
	4. Number of individuals (students) who complete (graduate from) USG - assisted workforce development programs.	Achieved	765	Achieved
Target		356	Target	2,178
%		215%	%	81%

Comments and Assumptions:

In Year 7 Advance reached its target in the DR with 668 students who completed their degree programs from supported careers. Of the 668 graduates, 70% are in Software Design, 15% in Nursing, 11% in Gastronomy and 1% in Events Production. It is expected that the LOP target will be reached in Year 8. In Jamaica, while 97 students completed their studies in Year 7, there are at least 100 students that are scheduled to complete between 2023 and 2024 combined. The LOP target should be achieved once data is collected from the institutional reporting tool in January and June of 2023. Advance will collect data in June to gather enrollment and completion from the accelerated Agro-processing and Business Management programs at the Knox Community College and the Knockalva Polytechnic College part of CCCJ.

Indicator	Year 7		Life of Project	
	5. Number of USG-supported tertiary programs with curricula revised with private and/or public sector employer's input or on the basis of market research.	Achieved	2	Achieved
Target		6	Target	27
%		33%	%	81%

Comments and Assumptions:

In Year 7, Advance DR completed the curriculum revision of two degree programs. All pending revisions will be completed in Year 8. The Program had planned to finalize all revisions during Year 7; however, there were delays with curriculum task forces at ITSC, and the Program identified additional training needs before continuing the revision process. Jamaica already achieved this target and therefore is not reporting during this fiscal year.

Indicator	Year 7		Life of Project	
	6. Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through a USG-supported workforce development program.	Achieved	159	Achieved
Target		70	Target	511
%		227%	%	224%

Comments and Assumptions:

In Year 7, the Program had a regional goal for this indicator to work with 70 faculty or university staff, across all Advance countries. During Year 7, the Program reached 119 staff in Jamaica and 10 staff in the DR with professional development activities. Advance has already surpassed the LOP target for this indicator but expects to see continued progress as the DR and Jamaica engage in additional activities in Year 8.

Indicator	Year 7		Life of Project	
	7. Number of partnerships formed in support of labor market bridging as a result of US Government (USG) assistance.	Achieved	4	Achieved
Target		2	Target	21
%		200%	%	148%

Comments and Assumptions:

In Year 7, Jamaica reported 4 new partnerships. In the DR, Advance did not have progress on this indicator because during Year 7 the Program focused on identification of employers and negotiations prior to signing formal agreements. It is expected that 2 new partnerships with ADOZONA and ADERES companies will be completed by the end of Q1 of Year 8.

Indicator	Year 7		Life of Project	
8. Number of students in selected institutions receiving labor bridging support.	Achieved	1,217	Achieved	3,869
	Target	675	Target	5,069
	%	180%	%	76%
<p>Comments and Assumptions: <i>In Year 7, 1,195 students received labor bridging support in the DR. LOP achievement is the same since activities that support this indicator started this year. Jamaica achieved only 17% of its annual goal for this indicator. The low results were in part due to relatively low enrollment numbers as well as the fact that the number of eligible students that have yet to participate in labor bridging activities is quite small as Advance only counts new students. To be counted towards this indicator students can only be counted once, but usually students participate in multiple labor bridging activities. Additionally, prior to the resumption of in-person classes, online modalities made it difficult for students to participate.</i></p>				
Indicator	Year 7		Life of Project	
9. Number of host-country individuals (faculty, staff and students) completing USG-funded (international) exchange programs conducted through higher education institutions.	Achieved	0%	Achieved	52
	Target	0%	Target	45
	%	0%	%	116%
<p>Comments and Assumptions: <i>In Year 7, the Program did not set an annual goal for this indicator as it achieved its LOP goal previously and no additional study tours were planned for the DR.</i></p>				
Indicator	Year 7		Life of Project	
10. Number of individuals (students) from underserved and/or disadvantaged groups enrolled in target fields in selected institutions.	Achieved	384	Achieved	2,319
	Target	541	Target	2,179
	%	71%	%	106%
<p>Comments and Assumptions: <i>In Year 7, the DR reported reaching 349 vulnerable students for an 80% annual progress in this indicator. In Jamaica, 35 new students were reported, not meeting the annual target for Year 7. Numbers were low in Jamaica due to the timing of student enrollment. Most new students enrolled in January 2022, making them ineligible to complete the Student Survey until Year 8, which is needed to calculate this indicator.</i></p>				
Indicator	Year 7		Life of Project	
11. Number of individuals (students) enrolled in USG-assisted workforce development programs.	Achieved	4,236	Achieved	10,573
	Target	950	Target	5,517
	%	446%	%	192%
<p>Comments and Assumptions: <i>In Year 7, the DR reached 4,089 students enrolled in all technical degree programs, surpassing its annual target by more than 200% as there was a higher enrollment in Advance-supported careers than previously predicted. In Jamaica, Advance reached 147 students enrolled across all supported careers. There has been an uptick in enrollment in semester 1 of the school year compared to the same period in 2021 due to relaxation of COVID-19 measures and resuming in-person classes in the country.</i></p>				
Indicator	Year 7		Life of Project	
12. Number of individuals attending tertiary education institutions with USG scholarship or financial assistance (US-based study and in country study).	Achieved	92	Achieved	499
	Target	64	Target	472
	%	144%	%	106%
<p>Comments and Assumptions: <i>In Year 7, four students graduated and therefore no longer counted towards this indicator and one student dropped out due to family challenges in the DR leaving a total of 46 out of 51 scholarship holders. Jamaica had a total of 46 scholarship holders, which included the 22 additional scholarships disbursed in Year 7.</i></p>				

Indicator	Year 7		Life of Project	
13. Number of pre-service teachers who complete professional development activities with USG assistance	Achieved	118	Achieved	187
	Target	75	Target	214
	%	157%	%	87%
<p>Comments and Assumptions: <i>In Year 7, Jamaica was not expected to report towards this indicator and a target was not set for the year. However, Jamaica contributed towards this indicator by having 80 pre-service teachers completing basic education activities. The DR trained 38 pre-service teachers for the year and will continue working with more in Year 8.</i></p>				

As part of Advance’s Collaborating, Learning and Adapting (CLA) activities, Advance continued to disseminate learnings from the systematization process in the DR throughout Year 7. Some good practices that Advance is implementing to rapidly adapt activities to respond to implementation challenges include the frequent discussion with institutions to communicate results. As part of lessons learned, Advance identified the importance of not having the same technical activities prioritized for all institutions, but to allow for a flexible technical approach that can respond to specific institutional needs and bottlenecks. In Year 8, the Program will continue to prioritize learning activities such as the finalization and dissemination of the qualitative study in Jamaica, and will coordinate learning sessions with partner institutions in the DR and Jamaica to continue sharing data, results and lessons learned.

YEAR 7, QUARTER 4 ACTIVITIES

Activity 1: Monitor and update institution reporting tool on a semi-annual basis

Dominican Republic: The Program collected and reviewed institutional reports from ITLA and ITSC. Advance maintained constant communication and discussions with institutions to help them improve capacity in completing and sharing the data on time, as well as data quality. While the Program was able to collect data from ITSC on time, ITLA remained a challenge due to staff turnover and changes in leadership, which made it difficult for Advance to coordinate. The Program met with leadership to emphasize the importance of sharing data in a timely manner for implementation and results.

Jamaica: Advance collected enrolment data for students in Advance supported programs. A total of 31 students successfully completed their studies, 69 will continue to be enrolled, and 65 discontinued their studies. There were 39 newly enrolled students.

Activity 2: Collect, process, and analyze survey data

Student Survey

The Student Survey seeks to collect detailed information on students’ vulnerability status to report towards Indicator 10

Dominican Republic: The Program finalized the implementation of the second round of Student Surveys which provide data to determine students’ vulnerability status. Advance collected data from 289 students, out of which 70% were identified as disadvantaged. The majority (63%) live in urban areas and 41% of the students reported having a monthly household income below the national minimum wage. 44% of students who responded to the survey indicated having a future aspiration to emigrate to another country to either continue

their studies or work.

Advance faced challenges with student response rates in the DR, although to a lesser degree than the Graduate Survey. The Program introduced additional follow up strategies to increase responses and accuracy of data, such as frequent follow up calls, emails, and WhatsApp messages using the institutional accounts provided and in close coordination with the institutions' staff. In addition, the Program administered the surveys during labor bridging activities to increase the chances of higher response rates.

Jamaica: The survey was deployed to all 10 eligible students in Quarter 4. The total number of respondents was six, and analysis resulted in four students (or 67%) being counted as disadvantaged.

Graduate Survey

The Graduate Survey seeks to collect information on the employment status of graduates to report towards Indicator 1, as well as those situations that may affect job searching and employment.

Dominican Republic: The Program finalized the implementation of the Graduate Survey in September for the fall 2021 and spring 2022 graduation cohorts in both institutions. Out of the 197 graduates who completed the survey, 87 (44%) reported obtaining new or better employment. The career with highest percentage of students with new or better employment was Software Design with 82% (71/87) of graduates with new and better employment belonging to this career. 90% of graduates with a new or better employment mentioned that they work in an area related to their technical careers. Of those 65 graduates who reported not having employment, 28 listed the lack of prior relevant experience and the limited employment opportunities due to COVID-19 as the primary reasons for not finding a job. Of those who are not employed, 25% decided to continue their studies

There were several challenges related to the implementation of the Graduate Survey, including the institutions providing incorrect contact data for students and low response rates, despite the team using email, texts and phone calls to reach them. This could be explained by students hesitating to open or respond to an email, text or call from an unknown number, particularly as online and telephone frauds are high in the country. Given the low response rate through the more conventional follow up channels, Advance worked to implement the survey at events such as the job fairs held by the institutions and will continue to identify solutions in Year 8.

Jamaica: No Graduate Surveys were implemented in this quarter.

Activity 3: Integrate Collaborating, Adapting and Learning (CLA) throughout the Program cycle

Dominican Republic: The Program implemented an internal learning session to share progress across program activities and towards targets. This session helped the team to better define and prioritize their activities in the development of the Year 8 work plan. As the systematization of activities continued, specific data and lessons learned helped to inform and prioritize activities for Year 8.

Activity 4: Monitor basic education activities in Jamaica and the Dominican Republic by assessing pre-service or in-service teachers' progress in the Positive Youth Development (PYD), Socioemotional Learning (SEL), and Career Guidance teacher training program

Dominican Republic: Advance started basic education activities in the DR in Year 7 and finalized a strategy of curriculum integration of socioemotional learning (SEL) into pre-service curriculum of practicum courses with UASD. The Program started training sessions with pre-service teachers in Q4, reaching 38 pre-service teachers and 72 overall participants. As the Program evolved its implementation strategy, the focus of the trainings has also included UASD faculty who teach the practicum courses, as well as other UASD coordinators and faculty from

the psycho-pedagogy department to increase reach. Going forward in Year 8, Advance plans to report results for these activities as part of IR 1.1 Activity 5.

Jamaica: For this quarter, a total of 55 pre-service teachers were trained. This group of teachers were trained through the “Becoming a Teacher” program at UTECH Jamaica. The teachers are scheduled to go into schools for observation of teaching practices in November.

Activity 5: Conduct a qualitative study to assess Program's outcomes (Jamaica)

Jamaica: Advance’s research team completed the coding of all transcripts and analysed the data for the study. the Program worked on completing the report, which will encompass the literature review, discussion of the findings and recommendations. The team is also preparing to present the findings and recommendations to USAID and partners institutions. Advance will also disseminate learning materials from the findings (see text box).

The themes/categories, and discussions related to each question will be discussed in detail in the final report.

Illustrative questions that the study answers

- Who are our students?
- What factors influence students’ decisions to enroll in certain degrees/programs, and how do those choices influence motivation and persistence within the program?
- What institutional, programmatic, or individual challenges did students face throughout their academic experience?
- What institutional service, programmatic activities, and individual resources or characteristics do students identify as important for ensuring students’ progress and retention within Advance—supported degree programs?
- How and in what ways do these factors influence students’ experiences and enable their ability to progress?

Cross-cutting Assessment & Activities (Dominican Republic)

ANNUAL SUMMARY

In Year 7, Advance focused on finalizing preparations for workshops with ITLA and ITSC to disseminate SBAC findings and inform their planning for the new academic year as well as Advance’s own strategy on access and student support and retention. The Program facilitated four participatory workshops with 50 participants from multiple departments at ITLA and ITSC, which allowed time for reflections and collaborative discussions across teams to design strategies to address specific barriers.

As Advance completed all cross-cutting assessments, the Program started to implement activities that spanned across multiple intermediate results. These cross-cutting activities included the support to ITSC on the development of their education model. This model represents ITSC’s vision for technical education and its specific guidelines to ensure alignment across all study programs and services. This model includes the elements needed to ensure the development of professional, employability, leadership and soft competencies in students. In Year 7, Advance formed working teams across multiple departments at ITSC and included students, teachers, and members of the community to conduct review sessions of the model. Each of the principles of this model will form the basis for the way in which technical education is organized and structured at ITSC.

Result 1 Activities

Result 1: Students in target academic units demonstrating market relevant skills increased.

ANNUAL SUMMARY

The Program made key progress in all three Intermediate Result (IR) areas of Result 1. Below is a summary of Year

7 highlights in each area:

IR 1.1 Curriculum design and pedagogy improved.

In Jamaica, most degree programs have been new programs that Advance helped to design from scratch, while in the DR, Advance has worked with existing programs to revise or tweak courses as needed. All curriculum revision activities that Advance initiated in Year 3 in Jamaica are complete, and in Year 6 most of these revisions were rolled out with students.² As the COVID-19 pandemic affected in-person classes, Advance shifted to support the universities to convert in-person courses to fully virtual. The Program converted five courses offered in the Animation and Events Planning programs offered by VDTI. The conversion of these courses will contribute to more youth having access to technical training in emerging industries.

In the DR, the Program selected and convened curriculum task forces in each partner institution and finalized curriculum mapping sessions to determine the tweaks and revisions needed for each degree program. After careful consideration, Advance decided to provide support through a two-layered approach to standardize a competency-based model across all degree programs, first by working to strengthen faculty’s capacity to use a competency-based model in revising curricula and reframing learning objectives for technical and practicum courses; and second by working with them to tweak at least five or six courses per degree program to showcase how to reframe learning objectives and course syllabi validated by employers. The Program trained 200 teachers in this approach, convened over 30 employers for validation sessions and finalized tweaks of the two degree programs at ITLA. Advance expects that with this two-layered approach, changes to the curriculum development and revision process will be standardized and these changes sustained over time.

Table 3 below illustrates the status and expected timeline for completion of curriculum revisions in each institution. Please note that this table refers to revisions, not implementation and that revisions of curricula for degree programs shaded in gray have been completed to date.

Table 3. Curriculum Revisions by Degree Program

Jamaica			
Institution	Program	Level	Timeline
UTECH	Fashion Styling & Image Consulting	New	Completed Y4
	Entertainment Design, Production and Technology	New	Completed Y5
CCCJ	Health & Wellness Tourism	New	Completed Y3
	Agro-processing & Business Management	New	Completed Y4
VTDI	Entertainment & Events Management	Revise	Completed Y3
	Animation	Revise	Completed Y4
Dominican Republic			
ITSC	Gastronomy	Revise	To be completed by Q1
	Logistics	Revise	To be completed by Q1
	Events Production	Revise	To be completed by Q2
	Nursing	Revise	To be completed by Q1
ITLA	Software Development	Tweak	Completed. Only classroom observations pending and completed by Q3

² In some cases, the Program was not able to implement all tweaks and revisions with students given lengthy university approval timelines outside of the Program’s control.

	Medical Devices Manufacturing	Tweak	Completed. Only classroom observations pending and completed by Q3
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* The third partner institution, UASD, in the DR is not included in this table as the partnership will only focus on basic education activities.

By the end of Year 7, the Program had completed a cumulative total of eight degree programs.

As part of improved curricula and pedagogy, Advance also continued the implementation of basic education activities. To conclude the work done in Guatemala, Advance closed the e-course on SEL with six instructional modules hosted on Moodle. At the close of the e-course, 145 participants had completed one or more modules, and 72 completed all six modules, including 32 technical advisors from the Ministry of Education who oversee regional and department instruction across the country, 26 faculty from institutions part of the Consortium of Universities, which included Mariano Galvez University and 14 pre-service teachers and other in-service faculty from the *Escuela de Formación de Profesores de Enseñanza Media de la Universidad de San Carlos de Guatemala* (EFPEM) and other USAC’s pedagogical department. As a final activity, Advance also completed the full transfer of the e-course to EFPEM’s platform. EFPEM promised to launch new iterations of the e-course in the following months.

In Jamaica, additional teacher training and engagement with pre-trained teachers, guidance counsellors, and other teaching staff was carried out in February and March. This helped the technical team to refine the training materials to include activity days such as role plays and other activities related to each training module. Advance worked closely with institutional partner VTDI to validate the revised material with 10 faculty members who participated in training of trainers’ workshops. Afterward, an implementation and coaching plan was completed and five VTDI trainers received coaching and follow-up support. To build capacity and ensure that more educators have been exposed to Positive Youth Development (PYD) and Socioemotional Learning (SEL), more than 300 guidance counsellors, labor bridging coordinators and members of the Ministry of Education guidance unit completed training sessions. Advance assessed training results, which showed that teachers feel that the training is of value, however, there were challenges replicating it due to current institutional requirements. The training provided examples, tools and resources on how PYD and SEL can be integrated and discussed in Mathematics, History and Language classes. The Program also developed three draft materials (a student workbook and parents and teachers’ guides) for career guidance for secondary level students. According to members of the Guidance and Counselling Unit in the Ministry of Education, there are no readily available materials for Jamaican students and parents to use making these Advance career guidance materials timely and necessary.

In total, Advance trained 80 pre-service teachers in Year 7 with a total of 110 trained so far over the life of project in Jamaica. Evaluation surveys revealed that almost 90% of training participants were accepting of PYD and SEL concepts and its benefits. Some of the biggest challenges to implementing PYD and SEL in the classroom are preparation and teaching time as the current level of training regarding SEL, and resources to implement it in the curriculum is limited. 37% of teachers were not prepared to give extended attention to implementing SEL activities (two class periods per week) given existing workloads. Taking into consideration those lessons learned, Advance integrated the content into UTECH’s “Becoming a Teacher” course. This course is offered to first year teaching students and at least one lesson seeks to support pre-service teachers to integrate PYD and SEL into existing curricula. In Year 7, 55 pre-services teachers enrolled in the course.

In the DR, the Program signed the agreement with UASD and completed a diagnostic to identify the best strategy to integrate SEL into the pre-service teaching structure. During Year 7, Advance finalized its implementation strategy and selected two campuses to pilot the strategy, Santo Domingo and San Francisco de Macorís. In these two campuses, the Program decided to work with the literature degree program to reach soon to be teachers of literature in secondary schools across the country and focused on integrating SEL content into practicum courses. This model includes approximately 16 hours of introductory workshops, weekly classes and coaching during the practicum sessions with secondary school students. Through this model and incorporating lessons learned from a similar experience in Guatemala, Advance hopes to strengthen the capacities, attitudes, and knowledge of a first pilot cohort of 18 pre-service teachers so that they can integrate SEL into their instruction. Advance plans to work with a second cohort of pre-service teachers in Year 8.

While focusing on working with pre-service teachers and incorporating lessons from Guatemala, the Program incorporated a larger planning and training structure to target UASD professors teaching the practicum courses so they could co-teach the weekly classes and provide the coaching during the semester to ensure sustainability. This Year 7, Advance provided over 120 hours of coaching and additional training to UASD professors on lesson planning to map out course content and identify areas to integrate stand-alone SEL lessons and combined SEL and literacy activities. Advance plans to continue this intensive planning during the first cohort to assess learnings that can be incorporated for the second cohort in Year 8. Advance also completed the design of trainings materials, including an activity bank and classroom observation tools to guide UASD professors and its students (pre-service teachers). To date 84 UASD faculty, pre-service teachers and career coordinators have participated in training and planning sessions and they are benefiting and learning from the pilot, while two professors are co-teaching the practicum courses with the Advance team.

IR 1.2 Teacher, faculty, and staff development refined.

In Jamaica, the Program continued to work to ensure that partner school staff were equipped to provide quality service to students. A specialized training firm, MLR Technology and Innovation was engaged to provide training to teaching staff in the Agro-processing and Business Management and Health and Wellness Tourism programs. Staff were engaged in a hybrid manner, with both virtual and practical face-to-face sessions resulting in higher quality teaching and learning experiences. Advance also provided staff with an onboarding kit and supporting videos to ensure that future staff can also benefit.

Support staff at UTECH also participated in customer service training aimed at improving the student experience. Training was provided over two days for staff members from the Admissions and Enrollment Department and the Program shared an onboarding kit for use by current and future staff.

In the DR, Advance focused professional development on the needs of faculty at ITLA and ITSC, especially pertaining to curriculum revisions using a competency-based framework, improving pedagogy for technical and practical courses and incorporating technology into the classroom to support the shift to virtual or blended learning. Advance facilitated at least six workshops on participatory teaching practices and 20 incorporating a competency-based approach to revising curriculum. To ensure a comprehensive strategy to training, Advance designed audiovisuals and other guided materials such as a coaching guide that teachers could easily access, including six instructional videos to support in-service continuous professional development offerings. Advance also established and helped coach communities of practice with faculty from Advance-supported careers to discuss challenges and good strategies for technical education and provided 68 coaching sessions to ITLA and ITSC faculty to support their use of participatory teaching practices.

At least 149 teaching and supportive staff participated in subject-matter and pedagogical training sessions during Year 7, including industry-specific sessions such as practical training for the Gastronomy degree program at ITSC.

IR 1.3 Labor market bridging enhanced.

In Jamaica, Advance continued to build and develop relationships with private sector companies across the island. During Year 7, 10 students from Advance-supported programs were engaged in internships in local companies across all industries. These internships provided students with the opportunity to use technical and non-technical skills gained throughout their various programs and helped them to gain relevant work experience. One student from the Entertainment Design, Production and Technology program at UTECH was employed at the end of the internship period.

Students from the Agro-processing and Business Management programs also took part in three Spark Days, which are experiential learning opportunities for students in Advance-supported programs through collaborations with private sector companies. These activities provided students and staff with added exposure to industry trends and best practices, showing linkages between what is learnt in the classroom and how it applies to the job. They also provide added knowledge on day-to-day operations of companies.

Additionally, students at UTECH worked with a consultant to produce a showcase of skills learned during their programs. Students were able to practice skills such as lighting, sound, makeup and wig laying -- key skills that are in demand in the labor market. Students' participation in the showcase ensured that they are better prepared to use these skills in the workplace.

In the DR, Advance finalized institution-specific public-private alliances guides with ITLA and ITSC to guide their private and public sector engagement and negotiation strategies. In addition to the guides, Advance provided training to 58 labor bridging staff at ITLA and ITSC on good practices for alliance building, facilitated over seven visits to potential private sector partners and designed an employer database. This database consolidated hundreds of employers and industry clusters into one single and easy-use database that labor bridging staff can use to identify employment and internship opportunities for their students.

Additionally, the Program continued its collaboration with IEET and designed and carried out a study on the perception of employers of technical education in the country. This information is needed to gather specific information and data to inform communication strategies that Advance, and its partner institutions can use to raise the legitimacy and relevance of technical education among employers, students, and the general public. Advance also continued more targeted labor bridging and career services activities, including working with ITLA and ITSC career services departments to refer more than 400 students' CVs to different companies in the targeted sectors. Through this strategy, Advance placed more than 60 graduates in jobs. At least 1,195 young people received labor intermediation services during Year 7.

The Program continued the adaptation of three training modules used previously in Honduras on employability and soft skills through project-based learning. Advance took a more intense implementation approach as it worked with faculty and career services staff to integrate at least one of the training modules into first-semester mandatory courses that students take to introduce them to campus life and responsibilities. To date, 104 students have participated in different activities from the modules, including designing their life projects detailing their career and job aspirations, and preparing for job interviews with mock sessions and direct feedback.

YEAR 7, QUARTER 4 ACTIVITIES

IR 1.1 Curriculum design and pedagogy improved

Activity 1: Prepare for and conduct asset mapping of selected institutions to better align curricula with labor market demands in the Dominican Republic

All activities have been completed.

Activity 2: Conduct and/or finalize curriculum revisions for each new or updated degree program

Dominican Republic: Advance facilitated a process to redesign eight specialized courses syllabi using a competency-based approach for the Logistics degree, 21 course syllabi for Nursing, and 14 course syllabi for Gastronomy. This has allowed each career department and curriculum task force at ITSC to feel more confident in redesigning their class programs according to the standardized curricular changes made to the overall programs. The Program could not finalize all revisions this quarter, as ITSC teachers had to delay their participation in these activities and did not send their syllabi on time. These revisions will continue into Year 8.

Advance completed validation sessions for tweaks in five courses of the Medical Devices Manufacturing degree program, and tweaks for 6 courses in Software Development at ITLA. These sessions included the participation of the curriculum task forces, students, graduates, and employers. As a result of this process, the content and learning outcomes were strengthened. This finalized the tweaks for both degree programs at ITLA.

The program continued training and coaching teachers in using a competency-based approach for drafting lesson plans. Advance reached 52 teachers, who were trained and committed to the redesign of their courses using the approach and templates provided by the Program. Advance expects that this will impact 27 additional degree programs at ITLA.

Activity 3: Rollout, assess, adopt revised curricula and systematize the process

Jamaica: Advance completed the online conversion of five face-to-face courses - one in Events Planning Management and four in Animation. The completed online courses were handed over to VTDI and will be used to expand access to these programs.

Dominican Republic: No updates for this quarter as the Program continues revisions at ITSC and will begin assessing tweaks at ITLA next quarter.

Activity 4: Complete the virtual course in social emotional learning (SEL) for pre-service teachers, Ministry of Education staff, and/or in-service teachers at secondary and technical education, and assess outcomes (only Guatemala)

All activities have been completed.

Activity 5: Refine a pre-service and in-service teacher training program in PYD, SEL, and Career Guidance

Jamaica: As there are limited career guidance resources available to Jamaican students, Advance seized the opportunity to partner with the Ministry of Education and Youth to develop materials, including a workbook for students and guides for teachers and parents. Advance also hosted a career guidance review session with 12 guidance counsellors from the Ministry of Education guidance unit. The group reviewed draft versions of the materials and provided feedback for further revisions. Jamaica also developed four complementary videos, as visual content helps concretize key messages and skills.

Advance completed PYD and SEL in-service and pre-service teacher trainings. These activities include a coaching and implementation plan for VTDI. This plan contributes to VTDI’s vision for a school wide SEL program.



Guidance counsellors from the Ministry of Education guidance unit, participating in career guidance material review

Dominican Republic: As part of its SEL integration strategy into practicum courses at UASD, Advance facilitated multiple 16-hour introductory workshops on socio-emotional learning with at least 12 leadership and planning staff at both campuses including academic coordinators of the literacy career, faculty from the practicum courses and faculty from other relevant departments such as psycho-pedagogy. These meetings were relevant as they



had the objective of validating the implementation strategy and finalizing a plan to co-design and integrate SEL into course content for two cohorts of students. Advance and UASD decided to work on a first cohort as a pilot targeting at least 18 pre-service teachers who are currently taking the practicum courses, which started in August and will end in December 2022. The professor in Santo Domingo imparts the course through a virtual modality and the professor in San Francisco delivers it in-person. Advance plans to also work with a second cohort of pre-service teachers for the next semester of classes, from January to May 2023.

As part of these introductory workshops, Advance mapped out lessons and work directly with the two faculty of the practicum courses at Santo Domingo and San Francisco to start planning lessons that included stand-alone SEL activities as well as combined SEL and literacy type activities. To support this co-design process, Advance also finalized training materials, included a scripted guide for these two professors, supporting guides for the practicum course students (pre-service teachers) and an activity resource bank so practicum students can adapt these activities as they impart their practical classes in a secondary school. Advance also designed classroom observation tools to guide professors as they coach with the Advance team during these practical classes. These tools will be finalized next quarter.



Advance also delivered a first set of 16-hour introductory workshops to the 18 practicum students (pre-service teachers) and other participants at both campuses. A total of 72 students and faculty participated in these sessions. After assessing the workshops, Advance found that 97.1% of participants considered the first set of workshops useful, while 100% committed to integrating SEL into their practice. After these introductory workshops, Advance continued to meet weekly with the two practicum professors to plan weekly lessons and co-deliver them to students. Advance will start observing and coaching students with the professors as students start their practicum classes in a secondary school next quarter. Advance also plans to incorporate any lessons

learned during this co-design and contextualization process for the second cohort next year.

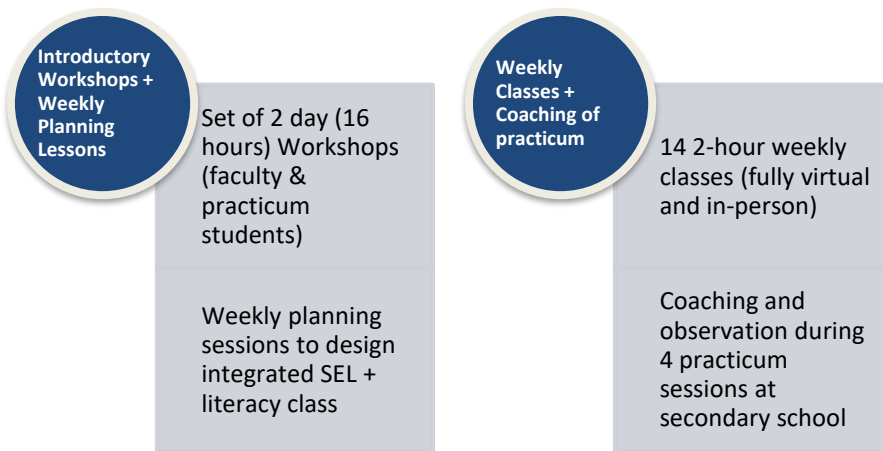
"I can say that I loved it, I gained great knowledge and very favorable techniques in my personal life and as a teacher"

"Everything was super incredible; I loved the methodology and the content that was shared"

"Excellent workshop, I loved it, I fell more in love with my career after the workshop"

- Students at San Francisco de Macoris campus at UASD

Implementation Strategy



Activity 6: Develop 6- to 8-week certificate PYD and SEL course with CCCJ for continued offerings to member colleges and independent groups (blended approach i.e. e-course and and face-to-face options)

Jamaica: The e-course has been shared with CCCJ for their use in the upcoming academic year. CCCJ has uploaded the e-course to its learning management system, so member colleges now have access to the course which will contribute to professional development. CCCJ will manage future updates and Advance will check in with the CCCJ next quarter to learn about the impact of the course.

Activity 7: Conduct feasibility study on micro-credentials with CCCJ

Jamaica: The Program conducted a feasibility study to determine the labor market response to the proposed micro-credentialing programs in Agro-processing and Health and Wellness at CCCJ. Advance engaged local private sector entities, and results showed that they would accept micro-credentials for entry level positions. Offering micro-credentials which are stackable can contribute to a higher graduation and completion rate as this offers students more flexibility in completing programs in a timeframe suited to their needs. Badging, or digital certifications that can be accessed and verified online and offer another form of certification, is another component that can be explored.

IR 1.2 Teacher, faculty, and staff development refined

Activity 1: Implement professional development (PD) programs for faculty and staff

Jamaica: UTECH staff from the Office of Admissions and Enrollment Management participated in check-in and coaching sessions to evaluate training outcomes from the customer service workshop held in the previous quarter. The department has now implemented virtual town hall meetings that allow students to have direct access to staff who can then document and resolve complaints and provide follow-up if an on-the-spot solution is not available. This is an example of the adoption of a practice as result of Advance’s professional development activities with support staff and institutionalizing the changes to improve the student experience at their institution.



“Members of staff are more focused on monitoring the delivery of the service that we offer. We have improved on ensuring that difficult queries are followed through to the end and we aim to respond to students by updating them on the status of their issues.”

- UTECH staff

Dominican Republic: Advance established communities of practice with the participation of seven faculty from ITLA, and 40 faculty from ITSC. Some initial topics for the communities of practice include strategies to foster peer-to-peer learning and collaboration among different careers, assessing learning outcomes using a competency-based approach, integrating project-based learning into the course curriculum, among others. Advance also facilitated a subject-matter training session for the Gastronomy degree program at ITSC. The Program invited famous local chef, Maria Marte, to share specific techniques to improve presentation of dishes, integrating cultural elements into the designing of menus for local restaurants to target new local international customers, and creative thinking for better culinary practices. A total of 15 faculty participated.

Activity 2: Institutionalize professional development programs for faculty and staff

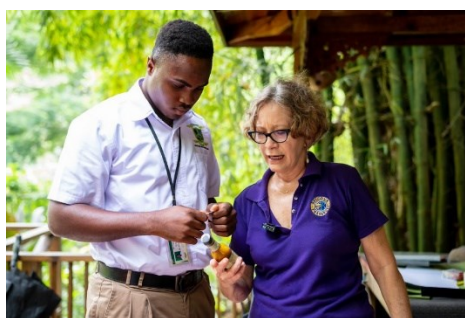
Jamaica: Training was completed for non-teaching staff at UTECH in customer service. An onboarding kit on this topic was also developed which will be handed over to UTECH for use by current and future staff.

Dominican Republic: Advance completed the design and implementation of the training program for new teachers and systematized the process to serve as a guide for both institutions to replicate without Advance’s support. Advance heard excellent reviews from ITLA and ITSC faculty, who are grateful for this training.

IR 1.3 Labor market bridging enhanced

Activity 1: Implement the private sector engagement strategy to encourage meaningful collaboration and partnership with relevant private sector stakeholders across Program activities

Jamaica: Advance continued to create linkages between the private sector and graduates from Advance-supported programs through internships. The Program facilitated another Spark Day with Belcour Preserves, a local agroprocessing company specializing in an all-natural brand of condiments. Agro-processing students of the Knockalva Polytechnic College (KPC) participated in a ‘farm to factory’ tour where they were able to gain valuable insight on marketing, sales, packing, labelling and distribution. These are key areas in the agribusiness value chain and the experience allowed students to see first-hand how concepts taught in the program are applied in a real-world company.



Dominican Republic: Advance finalized the institution-specific strategies for building alliances with public and private sector for ITLA and ITSC. As part of these strategies, Advance also provided a matrix organizing companies by sector and cluster to help them organize their institutional and contact information for easy follow-up. The matrix included needs and priorities of each company to further enhance the negotiations and the targeting of institution’s messaging to secure alliances. As a follow-up, Advance also provided individualized coaching to staff in charge of alliances at ITLA and ITSC to guide their initial discussions and negotiations and helping them to secure alliances with the Dominican Association of Free Zones (ADOZONA) and the Dominican Restaurant Association (ADERES).

In collaboration with IEET, Advance continued the study on the perception of technical education from employers in the country. As part of the data collection process, Advance worked with a research firm to complete the design of a survey targeting companies and graduates of supported degree programs. Data collection will continue next quarter. Advance and IEET also finalized the design of the *De Par en Par* platform, a virtual platform that allows students and companies to register to find potential matches for internships in specific sectors at the technical level. This type of interactive platform will help students easily identify internship and professional practicum opportunities, and Advance expects to work with ITLA and ITSC career services staff so they can understand the platform and incorporate it as part of their labor bridging tools.

Activity 2: Strengthen the capacity of career services offices

Jamaica: As mentioned under result 1.2 above, Advance trained staff from UTECH’s Admissions and Enrollment department including staff who provide career guidance to new and current students. The training and the kit produced will improve the quality of services students receive.

Dominican Republic: Advance continued to strengthen student career support services through the adaptation and implementation of the three learning modules on employability and soft skills training through project-based learning. Advance oversaw the implementation of two pilot sessions of 8 to 5 hours on Module 2: *Let’s Get a Job* with 33 students from ITLA and ITSC. The focus on this module is on supporting students to know where to find jobs, develop good CVs, prepare for job interviews and practice good communication skills, resilience, and teamwork. Additionally, Advance facilitated the training of trainer workshops on Module 3: *Success in the*

Workplace, to train career service staff on these activities. During this workshop, staff had the opportunity to practice simulation scenarios to help students role play during conflict situations at work so they can easily navigate them. Advance also supported the pilot sessions of this third module, in which 42 students participated. The students acquired skills, attitudes, and competencies to remain relevant and successful in the workplace, specifically in labor rights and responsibilities, time and stress management, among others. To assess results, Advance conducted focus groups with students and teachers from both institutions. Students expressed that they were able to learn better about their strengths and job aspirations, increase their confidence, prepare more targeted CVs, and that they gained knowledge about workers' rights and responsibilities. Advance also worked with ITLA and ITSC to facilitate 31 working sessions, both virtual and in-person, on employability and job search techniques. A total of 892 students from all careers participated.

Advance supported ITSC in facilitating two in-person job fairs where 352 students and graduates attended, 198 of whom were assessed and pre-selected to continue the recruitment process for job opportunities. A total of 20 companies attended the fairs. Advance provided support and training on the organization of job fairs, identifying, and contacting the participating companies, assessing results after the fairs and follow-up strategies post-fair to facilitate job placement for students.



Result 2 Activities

Result 2: Equitable access for marginalized and disadvantaged individuals to target fields increased.

ANNUAL SUMMARY

The Program progressed in both IR areas of Result 2 to expand access to technical tertiary education for disadvantaged students and build capacity of student support services to help students complete their studies. Below is a summary of Year 7 highlights in each area:

IR 2.1 Expanded Access

Recruitment and admissions practices: In Year 7, the Program continued reach back activities in Jamaica by engaging subject matter teachers and guidance counsellors from secondary schools to access information on technical career supported by the Program. Advance, in collaboration with CCCJ, shared information on career options as well as training and job opportunities in agribusiness. These sessions resulted in secondary school teachers gaining information on viable career options for their students and guiding them in their career choices and fields of study post-graduation. CCCJ member colleges also took part in follow up recruitment sessions at secondary schools and now have a network of schools to add to their recruitment and admissions efforts.

In the DR, Advance finalized needs assessments to understand ITLA and ITSC's processes identify the needs of recruitment and outreach units to better target capacity building support. Assessments findings showed that most students find out about their programs through personal referrals, there are attitudinal and cultural barriers for women to access careers in technology, and that there are difficulties in interdepartmental coordination at both institutions that create delays in the admission process including the review of documentation that applicants submit. As a result, Advance focused Year 7 reach back activities on providing sessions on gender and disability awareness and inclusion to recruitment and admissions staff at both institutions so they could incorporate more inclusive practices when reaching out to more vulnerable groups. As a result, ITLA incorporated learnings and promoted and awarded 43

ITLA scholarships to young women to study technology related careers, as this sector is less accessible to women. Advance also focused on increasing institutions' informational materials about their careers and the right dissemination of these materials to reach more disadvantaged youth. For example, Advance worked with ITLA and ITSC on organizing career fairs with 278 secondary school and polytechnic students in their final year to share the information on Advance supported careers, job prospects in these sectors and the admission process and key deadlines. The Program will continue supporting institutions in Year 8 to upgrade their informational materials targeting it not just at the students, but at their parents and caregivers as they also play a key part in supporting youth's decisions about their future.

Student Support Services: As Advance moved to its final years of implementation, the Program focused considerable efforts into student retention and support. As it had previously done in Honduras and Guatemala, the Program worked with institutions to carefully monitor students' academic progress, graduation, and completion rates. In Jamaica, the Program collaborated with a private sector partner -- JMMB Joan Duncan Foundation -- and VTDI's Guidance Department to provide training for students in VTDI's mentorship program. Mentors participated in workshops that provided them with tools to better support their mentees. Advance also replicated an in-depth study in Honduras and Guatemala to identify causes of a higher-than-expected student dropout rate across all careers in Jamaica. The results and findings will be shared in Year 8; however, some preliminary findings include the lack of socioemotional support as students faced personal and family problems as a consequence of the COVID-19 pandemic and the difficulties with the shift to virtual learning. As a results of some these findings, Advance prioritized the development of a psychosocial support program and decided to pilot it with VTDI. Advance mapped out activities of current support available and conducted sessions with staff and students to determine what program would be the best fit for the institution. The Program will use these findings to tailor the program and pilot it in Year 8.

In the DR, Advance prioritized the development of a remedial program as it conducted an analysis of academic performance of students, which showed that disadvantaged students were facing academic problems in core course requirements for their degrees showcasing a gap in literacy and numeracy competencies since earlier in their studies. To better target this remedial program, Advance first started with an analysis of available institutional and national test data of students in mathematics and Spanish Language. The data served to determine the existing gaps to address in the remedial program for students falling behind on coursework and target the curriculum for each institution. In Year 7, Advance concluded the design phase of the program, working closely with ITLA and ITSC faculty to integrate the program as part of their core requirements during the first year of studies. The program turned into two courses (one for each institution) that consists of a mix of structured synchronous contact time with faculty (lecture and laboratory time) and independent learning with activities that students can complete in their own time. The courses use a participatory methodology promoting peer-to-peer support, professors-student support and tutoring, as well as collaborative work group. Advance also completed training to 16 professors at ITLA and ITSC to implement the course, dedicating additional time to give recommendations as they planned the courses and enrolled students. The Program also worked on guided manuals for them to have with guidance for them to have prior, during and after the courses and will finalize these resources next year. The courses will start at ITLA and ITSC in Year 8 and Advance expects to reach over 600 students.

Additional student support activities in the DR included finalizing a diagnostic to identify to needs and requirements to build Early Warning Systems (EWS) in ITLA and ITSC. The Program recognized challenges in how both institutions collected student data related to academic progress, attendance, and completion as they have weak information systems and decided to focus its support on building EWS within the context of each institution. While the support for ITLA has been more limited due to institutional priorities, ITSC's support continues and will include the development of modules that will form part of

their own information system and will be focused on creating alerts to identify those students at risk of dropping out and creating a referral support system to prevent attrition. This will continue onto Year 8.

IR 2.2 Scholarships

In Year 7, the Program disbursed 22 new scholarships in Jamaica to students from CCCJ enrolled in the Agro-processing and Business Management programs. Students are in an accelerated program and are scheduled to complete it by March 2023.

In the DR, the Program focused its efforts on Year 7 to retain, support and motivate scholarship holders to complete their studies and transition to internships or jobs. To build collaboration and support among the cohorts of students, Advance held multiple group sessions with scholarship holders to engage them outside of academics. Advance also completed a tool to help student services better track engagement and satisfaction of scholarship holders with academics and campus life. 100% of the scholarship holders from ITLA and ITSC indicated that the coaching and follow-up received from Advance has helped them to improve their study practices and habits, to better organize their time, and to take care of their emotional health to continue their studies. To date, 4 scholarship holders have graduated, and one student dropped out due to family problems that prevented her from continuing. The Program worked with ITSC to refer this student to additional emotional and mental health support. Advance also worked with institutions to refer scholarship holders to jobs, of which two were employed and the rest were placed in internships.

YEAR 7, QUARTER 4 ACTIVITIES

IR 2.1 Expanded access

Activity 1: Revise recruitment and admissions practices to attract prospective disadvantaged students to technical degree programs

Jamaica: During the quarter, partner universities continued recruitment efforts for supported degree programs, including using resources previously provided by Advance. Of note, CCCJ collaborated with their alumni association to provide scholarships for students interested in Agro-processing and Business Management. Based on discussions with Advance, CCCJ has now included Youth Innovation Centers in their recruitment database. These centers serve youth across the island and will allow CCCJ to market their programs to an expanded audience.

Dominican Republic: To support recruitment and admission practices, Advance designed content for informational materials for the careers supported by the Program, including key aspects of career orientation such as technical and soft skills competencies learned, job prospects, salary information among other institutional data such as scholarships available. The Program also adjusted these materials to disseminate it through multiple channels such as informational talks, brochures, and infographics on websites. To accompany these materials, Advance also prepared how-to-guides to delineate how to structure different outreach activities such as Open doors campus visits, career fairs and information meetings with polytechnic and secondary school guidance counselors. These products are expected to improve institutional processes in the areas of recruitment, outreach, and admissions.

Activity 2: Implement and strengthen services to support disadvantaged students within selected

institutions

Jamaica: The Program worked with VTDI to develop a psychosocial support program. Advance facilitated sessions with staff as well as current and former students as part of mapping activities of available services. Based on insights gained from these sessions, Advance found that there were challenges that students faced including issues with VTDI systems and processes, high dropout rates and severe financial hardships. Advance identified potential strategies to be finalized with VTDI staff next quarter including increasing student and faculty engagement and advisement.

Dominican Republic: Advance finalized the remedial program in Spanish language and mathematics and worked with ITLA and ITSC on structuring the program into core requirements courses that students must take during their first semester. The ITSC course will have two units and the ITLA course will have four units during the semester. Advance expects that over 600 students will enroll in the courses once they start next quarter. To provide additional support to ITLA and ITSC professors, Advance facilitated Induction workshops with 16 professors to help them go over the content, practice the activities ensuring use of participatory methods so they can replicate it with their students. Advance also prepared a pre-post test and other measurement tools to capture results and lessons learned from the pilot courses. To help during the implementation of the courses Advance will prepare additional training guides for professors during Quarter 1 Year 8.

The Program continued its support to ITLA and ITSC in designing proposals for the development of early warning systems (EWS) for the timely identification and support of students at risk; however, there were delays with ITLA not being able to provide information on time. Advance followed-up closely with ITLA staff to explain the importance of receiving student data to inform the proposal, but after constant communications the Program did not receive it. Advance will continue following-up next quarter and will explore adjusting its strategy to a more feasible approach given the delays. For ITSC, Advance participated in the presentation of their new information system to be able to propose specific requirements for integrating an EWS into it. Based on these requirements, Advance agreed to help ITSC prepare two modules one on predicting academic performance and student retention, and one on timely identification of risks and referrals of these students to support services depending on the risk.

IR 2.2 Scholarship Program

Activity 1: Implement a local scholarships program for students in selected institutions

Jamaica: In Jamaica, Advance continued to monitor scholarship holders from the Knox and Knocklava campuses at CCCJ. Table 4 shows progress of scholarship holders towards completion of their studies by university.

Table 4. Number of scholarship holders who have graduated, discontinued or are pending graduation

Institutions	Number of Scholarship Holders in progress to complete coursework	Number of scholarship holders who have graduated	Number of scholarship holders who have discontinued
Council of Community Colleges Jamaica (CCCJ)			
College of Agriculture, Science and Education	3	17	3
Excelsior Community College	3	9	8

Knockalva Polytechnic College	0	11	1
Knox Community College	5	11	5
Montego Bay Community College	6	20	8
Portmore Community College	6	10	4
UTECH			
Kingston	28	8	4
Vocational Training Development Institute (VTDI)			
VTDI Kingston	20	5	6
VTDI Mandeville	3	0	1
Total	74	91	40

Dominican Republic: The Program continued with group and individual monitoring of scholarship holders. As part of the group session, Advance facilitated a session on learning techniques and managing stress, which brought together 47 scholarship holders and 25 staff from ITLA and ITSC working directly with scholarship holders. Advance continued its follow-up on academic performance and person well-being with students through WhatsApp, emails and phone calls. Depending on the case detected, students were referred to the corresponding departments or support services. At ITSC, eight scholarship holders will graduate at the ceremony scheduled for November 2022, and 18 are expected to continue their studies at the institute and graduate in May 2023. Of those graduating, four received student merit awards. In terms of job placement, 14 scholarship holders are working in decent jobs, earning an average salary ranging from 10,000 to 35,000 Dominican pesos per month, and 13 are completing their internships. At ITLA, eight scholarship holders from Gastronomy, Logistics and Nursing degree programs will graduate at the next graduation ceremony, and 12 are finishing coursework. In terms of employment status, 9 are completing their internships and 10 are employed, earning salaries ranging from 25,000 to 50,000 Dominican pesos per month. One student from ITSC dropped out for family and personal reasons as she struggled with health issues. Advance provided emotional support, guidance, and a referral to mental health providers. Advance also worked with ITSC's student support services department so they could also provide follow-up and support. Table 5 shows progress of scholarship holders towards completion of their degree programs by institution and campus.

Table 5. Number of scholarship holders who have graduated, discontinued or are pending graduation

Institutions	Number of Scholarship Holders in progress to complete coursework	Number of scholarship holders who have graduated	Number of scholarship holders who have discontinued
ITSC			
San Luis campus	26	2	1
ITLA			
La Caleta campus	20	2	0
Total	46	4	1

III. NEXT STEPS

During Quarter 1 of Year 8, the Program plans to carry out the following activities:

Core Administrative Activities

Administrative processes for cost-share activities

Jamaica: The Program will finalize CCCJ cost share reporting; VTDI has already met its cost share target.

Dominican Republic: Advance will finalize two alliances with private sector partners, will explore opportunities for cost share reporting and will continue to follow-up with the SNS to finalize the agreement to proceed with Project C.U.R.E donations. Advance will also finalize the Microsoft Hubs distribution to partner institutions and prepare documentation for cost share reporting.

Communications activities

Jamaica: Advance Jamaica will finalize the communication plan for Year 8, continue to highlight the Program's activities and execute milestone and special events. Advance will start planning activities for the Program's close-out event and develop infographics to document Program's key activities.

Dominican Republic: Advance will continue to disseminate activities and results with a focus on increasing visibility, especially with private sector. The Program will also continue to produce short videos and infographics with key results.

Purchase equipment

Jamaica: Advance will begin procurement of equipment to assist VTDI with further expansion of the Animation program, desktops and class partitions for the CCCJ career center, as well as shipping containers to be used as the agro-processing learning lab. Other institutions such as CCCJ's Excelsior Community College have transformed shipping containers into classrooms. The lack of space hindered some of the recruitment efforts, so the containers will provide a significant boost to the agro-processing program.

Closeout activities

Jamaica and the Dominican Republic: The Program will complete a final report for Guatemala and continue to prepare for administrative, operations and technical close out of offices in Jamaica and the DR. The Program will start internal meetings to discuss closeout plans.

Monitoring and Evaluation Activities

Monitor and update institution reporting tool on a semi-annual basis

Jamaica: Advance will collect institutional and student data next quarter. The next round of data collection for the Graduate and Student Surveys will take place in January 2023. The team will be presenting the findings of the qualitative study to key internal and external stakeholders.

Dominican Republic: Advance will continue to follow-up with institutions for updates in student enrollment and graduation and will continue to review data quality. Advance will present the results of all three surveys to both institutions so that they can integrate and use the data. Advance will administer the Graduate Survey next quarter.

Result 1 Activities

Curriculum and pedagogy (including Basic Education Activities)

Jamaica: Advance will convert additional face-to-face courses to an online format for the Animation program at VTDI to support expansion of the degree program. Advance will continue to refine the career guidance materials, so they are ready for distribution. There will be a final review of the materials with the guidance and counselling unit at the Ministry of Education in December. The Program will also be working with Knox Community College to implement the pre-service teacher practicum. This will ensure there is a cohort of teachers trained in PYD and SEL.

Dominican Republic: Advance will continue to support faculty members in drafting entry and exit profiles and syllabi of courses for the Events Production degree program and will finalize validation sessions with curriculum task forces for five courses of the Nursing, Logistics, Gastronomy and Event Production degree programs. There will also be a formal submission of the proposals for tweaks of the two degree programs at ITLA. The Program will also start classroom observations to assess curriculum revisions and tweaks. In basic education, Advance will finish weekly classes with cohort 1 in December and begin planning and adapting materials for cohort 2, which will begin in January 2023.

Teacher, faculty, and staff professional development

Jamaica: The Program will work collaboratively with partner institutions to institutionalize professional development activities and strategies.

Dominican Republic: The Program will continue to follow up and support the communities of practice already established in each partner institution and will finalize a formal submission of the practical guides for orientation and training of new teachers, and for support and coaching of faculty. Advance will also facilitate subject-matter trainings with faculty of supported degree programs and will facilitate a soft skills workshop for faculty of the Nursing degree at ITSC.

Labor market bridging and career services

Jamaica: The Program will continue to engage private sector companies in collaboration with partner universities to facilitate additional alliances that focus on student internships and participation in Spark Days.

Dominican Republic: The Program will facilitate pilot activities of the employability and soft skills third module “success in the workplace” with students at ITLA and ITSC. Advance will also co-facilitate a job fair for graduates at ITLA. The Program will also finalize two agreements with two companies focused on job and internship opportunities for students.

Result 2 Activities

Recruitment and admissions practices and student services support

Jamaica: The program will continue to work with VTDI to begin implementation of a psychosocial support program. This pilot program will strengthen services offered by VTDI to support students.

Dominican Republic: Advance will continue to develop informative materials for the careers supported by the program and will work with ITLA and ITSC staff to disseminate it through multiple channels, strengthening recruitment and admission practices. Advance will conduct workshops on identifying emotional and mental health issues that students might face with student services staff at ITLA and ITSC. The Program will start the implementation of the remediation courses in Language and Mathematics.

Scholarships and Scholarship Holders Monitoring

Jamaica Dominican Republic: The Program will continue to monitor scholarship students enrolled in partner institutions and support them to complete their studies, graduate, and transition to employment. In the DR, Advance will facilitate six workshops on professional orientation and motivation to scholarship holders on topics relevant to their needs and will continue to guide them in their final projects to graduate.