



**USAID**  
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## **Strong Beginnings:** Leveraging the home, school, and church to develop the Whole Child in Haiti

Cooperative Agreement AID- 72052120CA00009

Quarterly Report

April 2020-June 2020



July 2020

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Implemented by the University of Notre Dame

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## **DISCLAIMER**

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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## **I: INTRODUCTION**

As required under its contract with the United States Agency for International Development (USAID), the University of Notre Dame (UND) is pleased to submit its quarterly report for the USAID Haiti Global Development Alliance project, Strong Beginnings.

The goal of the Strong Beginnings activity is to develop mature readers and life-long learners with improved physical and cognitive capacities as a result of early childhood improvements, who are more likely to advance in their school careers, reducing attrition rate in the Haitian school system. To accomplish this, Strong Beginnings activities will focus on three main outcomes:

- 1a. Strengthen the reading skills of 1<sup>st</sup> and 2<sup>nd</sup> grade children.
- 1b. Improve the social and emotional learning (SEL) 1<sup>st</sup> and 2<sup>nd</sup> grade children
2. Support the early childhood development of preschool children.
3. Create the L3 (Lakay, Legliz, Lekol) Learning Lab to support, develop, and test community-based solutions to locally identified problems that impact children's learning and development.

USAID awarded the Strong Beginnings GDA on March 6<sup>th</sup>, 2020 (Strong Beginnings: Leveraging the home, school, and church to develop the Whole Child in Haiti, Cooperative Agreement AID- 72052120CA00009). Strong Beginnings is planned as a 4-year Alliance that leverages \$7.99 million from USAID and an anticipated \$8 million in grants from the W.K. Kellogg Foundation and an anonymous private foundation.

The following report is organized to track Strong Beginning's progress under the objectives identified in the Annual Implementation Plan for the period April 1<sup>st</sup> 2020 to June 31<sup>st</sup> 2020. This report details the project's progress in implementing activities to strengthen the reading skills of grade children, improve the social and emotional learning (SEL) of 1<sup>st</sup> and 2<sup>nd</sup> grade children, support the early childhood development of preschool children, create the L3 (Lakay, Legliz, Lekol) Learning Lab to support, develop, and test community-based solutions to locally identified problems that impact children's learning and development.

### **Logic Model**

Figure 1 graphically represents the Logic Model guiding Strong Beginnings.

### **Organizational Chart**

Figure 2 is the Read Haiti: Scaling Early Grade Reading Improvement in Haiti Organizational Chart

Figure 1: Logic Model

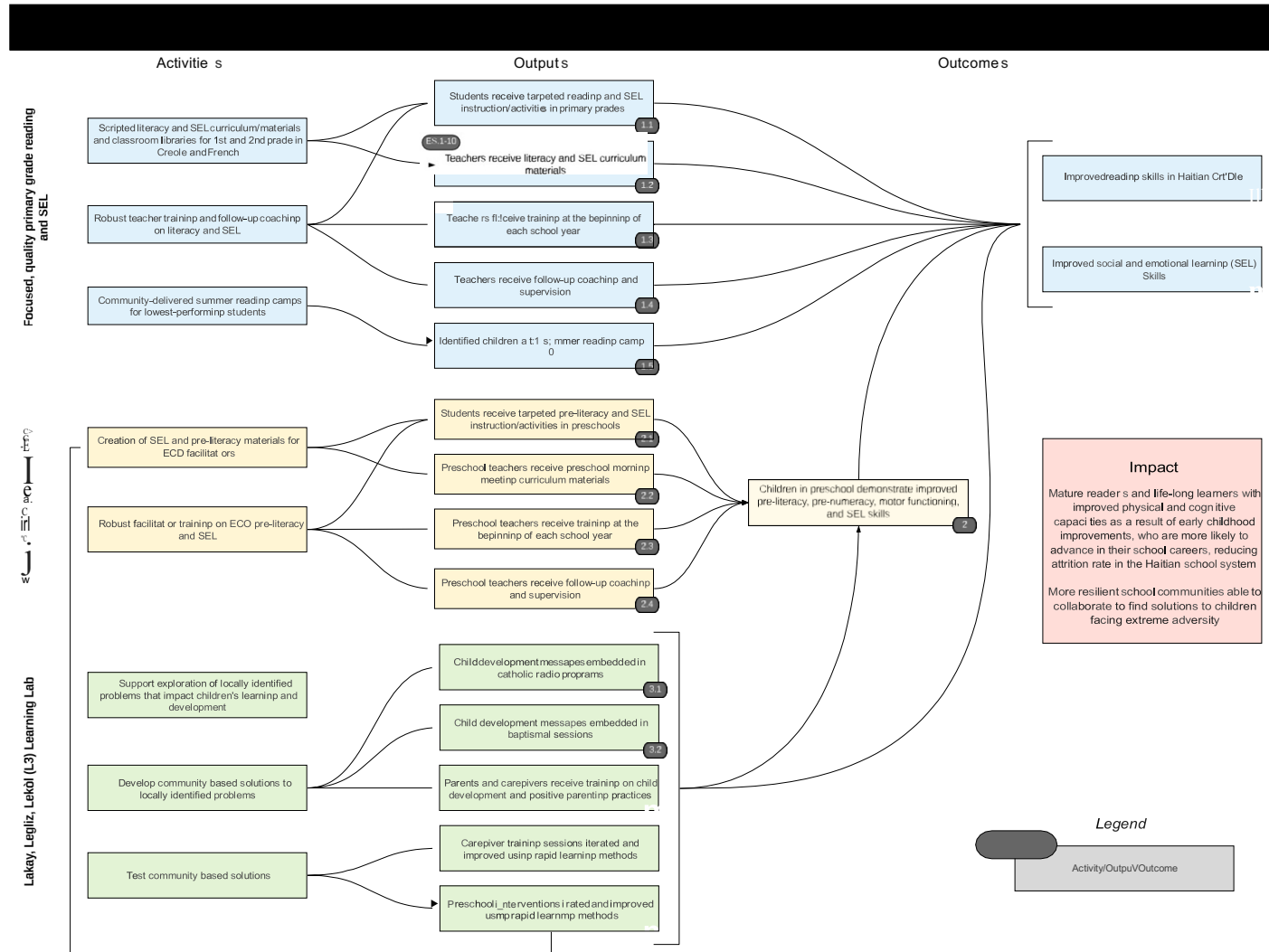
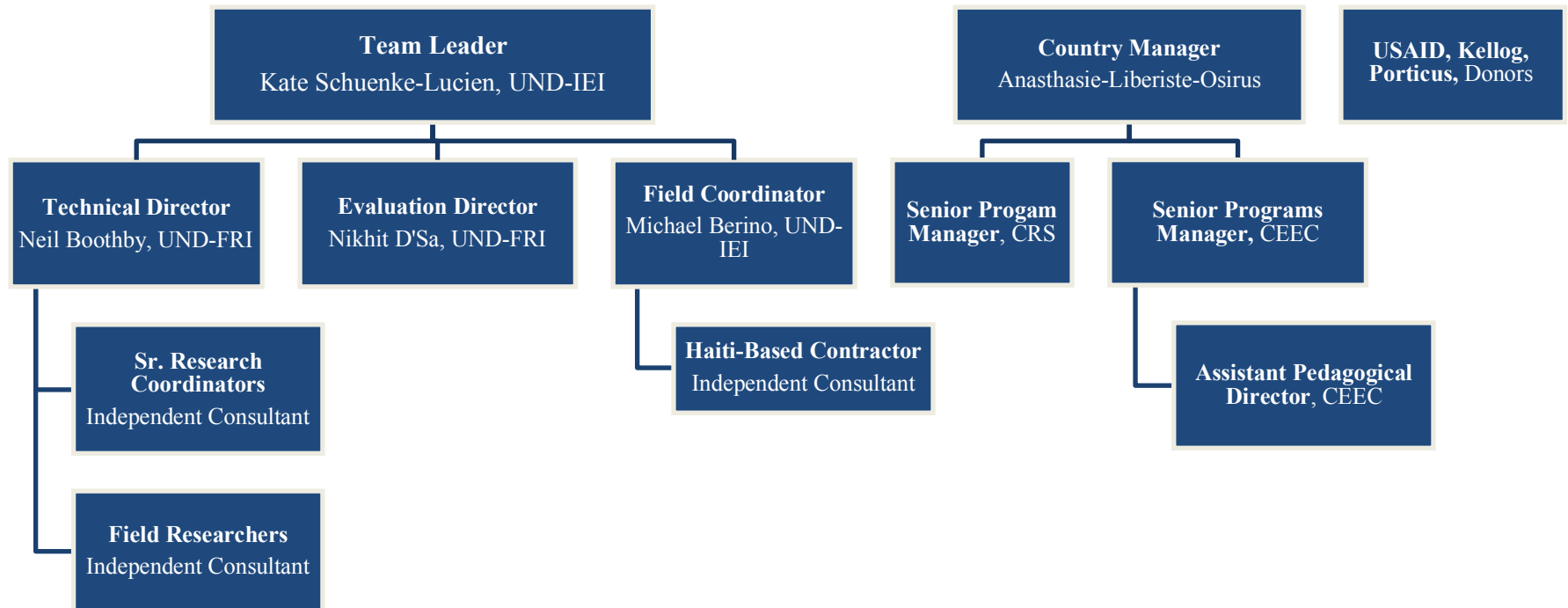


Figure 2: Read Haiti: Scaling Early Grade Reading Improvement in Haiti Organizational Chart



**OUTCOME 1a and 1b:**

**1a. Strengthen the reading skills of 1<sup>st</sup> and 2<sup>nd</sup> grade children**

**1b. Improve the social and emotional learning (SEL) competencies of participating students**

**1.1 Provision of scripted literacy and SEL curriculum/materials and classroom libraries for 1<sup>st</sup> and 2<sup>nd</sup> grade in Creole & French.  
(Not applicable during this Quarter)**

**1.2 Robust teacher training and follow-up coaching on literacy and SEL  
(Not applicable during this Quarter)**

**1.3 Community-delivered summer reading camps for lowest-performing students  
(Not applicable during this Quarter)**

**OUTCOME 2. Support the early childhood development of preschool children.**

*\* Note that our original proposal and award indicated that Pre-K SEL programming developed by the L3 Lab in Y1 and Y2 in the 5 Innovation Parishes in the North would be scaled in the South and Grand'Anse beginning in Y3 of Strong Beginnings (School Year 2). Thus, according to our original planning, no activities would have been undertaken for Outcome 2 until Y3 (School Year 2). However, due to the COVID-19 pandemic, a technical pivot was made to produce radio ECD programming quickly that could be broadcast along with literacy programming throughout all 5 Departments (South, Grand'Anse, North, Artibonite, and Center) in which a concurrent UND Award, Read Haiti, currently operates. The synergy between these two programs (radio station infrastructure improvement and distribution of radios as part of Read Haiti facilitating broadcast of pre-K radio programming) led us to rapidly accelerate the pre-K radio programming to take advantage of the infrastructure provided by Read Haiti funds. Thus, activities in the South and Grand'Anse related to distribution of the pre-K radio programming are included here under Objective 2 (the creation of the pre-K radio programming is included under Objective 3 below). As radio programming was added quickly, we do not have a plan to monitor its impact this year in the South and Grand'Anse. In future years, if radio programming continues, we will design a monitoring component accordingly.*

**2.1 Creation of SEL and pre-literacy materials for ECD facilitators**

**Key Activities:**

In March 2020, CRS and the CEEC conducted radio scoping in the Sud and Grand'Anse departments to determine radio stations that could broadcast the pre-K/parents radio program. These stations were contracted to broadcast radio programming from June-July (with a n extended contract for August to be signed in late July). The pre-K/parents radio programming began in the South and Grand'Anse on June 22<sup>nd</sup>, 2020.

**Results:**

Families in the South and Grand'Anse with radios now have access to weekly pre-K/parenting programming.

**Challenges:**

Because this activity was added as a complement to existing programming and pre-K/parenting activities were not planned in Strong Beginnings until later in the project (see note above) program staff did not evaluate or monitor access to radios for pre-K students and their parents.

**Next Steps:**

Program activities under this outcome will now revert back to the original schedule elaborated in the Strong Beginnings proposal School Year 2021-2022).

**2.2 Robust facilitator training on ECD pre-literacy and SEL  
(Not applicable during this Quarter)****OUTCOME 3. Create the L3 (Lakay, Legliz, Lekòl) Learning Lab to support, develop, and test community-based solutions to locally identified problems that impact children's learning and development.****3.1 Support exploration of locally identified problems that impact children's learning and development.  
(Not applicable during this Quarter)****3.2 Develop community-based solutions to locally identified problems****Key Activities:**

In March 2020, UND staff created parent ECD workshop modules, a parent newsletter with strategies, articles for parents, and short stories. Pre-K teacher training modules were led by UND staff with participation of parents and teachers from 5 Innovation Parishes in the North. In March 2020, UND also conducted radio scoping in the North department to determine radio stations that would be able to broadcast pre-K/parents radio programs. UND staff then created a scope and sequence outline for pre-K morning meeting curriculum and parenting sessions and conducted an initial radio survey with parents in five Innovation Parishes in the North department (access to radio, knowledge of local radio station, and general awareness of upcoming radio programs) via phone calls. In April 2020, UND staff developed scripts for modified pre-K morning meeting curriculum and parent training sessions and recorded audio files from completed scripts and read aloud stories (from EducaVision and Deschamps books),



utilizing the voices of on-the-ground UND and CEEC staff, two students, and five parents (respecting social distancing measures and staggering recording times/separate locations). The final radio programs included relevant prerecorded stories from Blue Butterfly. A U.S.-based, Haitian Creole-speaking editor compiled different audio components and the pre-K/parent radio program in the North was broadcast on an accelerated schedule, from April to June 2020.

**Results:**

Six weeks of high quality pre-K/parenting programs were created and disseminated not only in the North, but also in 4 other departments starting in June 2020.

**Challenges:**

Finding a Creole speaking editor capable of putting together the episodes proved a challenge; to meet the time constraints, UND staff ended up completing much of the editing.

**Next Steps:**

Program activities under this outcome will now revert back to the original schedule elaborated in the Strong Beginnings proposal, which means that UND staff will work with local communities to explore locally identified problems that impact children's learning and development.

**3.3 Test community-based solutions  
(Not applicable during this Quarter)**

