

Report Context

With the school year advancing alongside the pandemic, this quarter we experienced a panic from our *frontera* teachers as they slowly realized the rest of the year would be virtual and that schoolwork and grades still needed to be collected. Our team also knew that soon enough we would be closing out the year and any last efforts for our programs had to be done this quarter. All this helped persuade teachers to work with us on the grant tablets and move around to allocate the remaining equipment. Our team also focused this quarter on broader community initiatives from our *frontera* reading program, to engagement with macro institutions, and our fourth participation in FIRST Global. Many busy weeks have been fruitful in results and prospects for our last quarter and the coming year.

Quarter 3 (July – September)

CREE Channel Content Development

We continue adding resources to enrich the CREE channel and prepare it for next year. We hired our 7th grade bilingual teacher full-time this quarter, to continue helping convert open-ended questions from textbooks. Additionally, thanks to our meetings with the MOE we obtained the following new textbooks: corrected *Bachillerato* math, 10th grade Honduran history, Spanish for grades 1-6, and 10th grade physical education. Edel and our student worker have begun preparing the code to upload all our converted questions to Kolibri. Lastly, the MOE shared with us their intentions to continue remote teaching, with some hybrid, in 2021. This means our channel will be in line with providing the support needed in *La Frontera* next year. Below are some advancement highlights:

- **Ready to load**
 - 336 converted science & Spanish exercises (approx. 7–12 questions per exercise)
- **In revision process**
 - 60 converted social studies exercises (approx. 7 questions per exercise)
- **Books sliced**
 - All 147 textbooks & teacher guides acquired have been sliced by units

Collaborations: The MOE shared their drive of videos televised during the pandemic, along with “workbooks.” However, we reviewed them and they are not ready to be uploaded onto the channel. The files first need to be organized in alignment with the national curriculum. As well the “workbooks” are not replicable for another year as they were a sole response to the 2020 school year and are incomplete for another. We have asked the MOE’s team to collaborate with us on the video organization before we can upload any of this content.

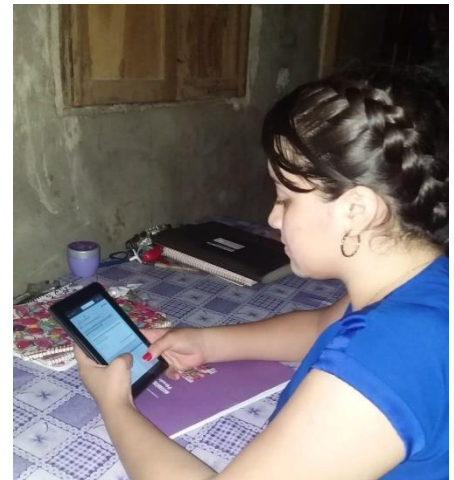
Our *frontera* teachers also slowly continue helping with curriculum mapping. Teachers have become occupied and our constant contact with the MOE provides another avenue to attaining the same goal. Nonetheless, we will continue to pursue both efforts.

Equipment Distribution

Having distributed more than half our grant tablets at the start of the quarter, we focused on deploying the remaining ones. As planned, we distributed 9 tablets to our remaining 3 STAR teachers. The physics Olympics were cancelled. And for the math Olympics not all colegios were participating, we were only able to distribute 7 to Camasca. All remaining tablets were reallocated to 16 more scholarship students for a total of 95 tablets distributed by the end of August. In the end, students from grade 2 and up benefitted from these tablets. Edel has continued providing technical support for all these grant tablets and common issues have begun to emerge. We are noting these to improve next year's deployment.



Students from San Marcos de la Sierra receiving grant tablets



Scholarship student working on grant tablet

Kolibri Usage Forms (refer to excel document for more details)

Collecting usage reports, as has always been our experience, is time-consuming. This time we are doing it directly from students, except for the STAR teacher tablets. With students we must be constantly aware of each one and continuously remind them to send their usage at the end of the month. These months have been a difficult trajectory, but one of much learning. Some of the students have become discouraged from continuing their studies due to virtual teaching and being taken instead to work with their parents. Therefore, some of the usage was low. However, it motivates us to remain close and continue encouraging them. On another end, parents who support their kid's education designate time for them to learn and utilize the resources they have on hand. We hope that in the coming months students continue taking advantage of the privilege in having a tablet with them at home.

Robotics

This year, our plans to hold competitions are gone because it is strictly prohibited to meet in groups greater than five. Students are scattered around the seven municipalities and travel between them was not allowed this quarter. However, some teams are still gathering and learning coding strategies, typically 1-2 times per week. We are very proud of their enthusiasm and commitment to learn about robotics!



Small groups of students meet during the pandemic to continue learning about LEGO robotics

Despite countless difficulties with the internet connection in our region, we participated in the First Global Competition “Connecting Communities,” with Minsis Ramos as our StS Mentor. At the beginning, the team felt discouraged because of the circumstances surrounding the competition. It meant added work, on top of adjusting to distanced learning, needing to manage their time better, and most students come from low income families unable to buy internet packages every week. After meeting to discuss and reflect, the benefits of getting involved were clear and they all decided to continue. Everyone learned how to use Zoom and every member led one challenge. Each leader sent the challenge information to the team, scheduled, and hosted a planning meeting. Together we gathered ideas and delegated actions to produce joint efforts. We were also glad to have our three Camasca teachers who mentored, helped encourage and complete the challenges. We have learned that robotics is not just about robots, but also learning communication skills, time management, finding strategies for communication when the internet is out, and getting things done effectively.

Explore our challenge submissions on the students’ FB team page: <https://tinyurl.com/yygnrmv>

Increasing Literacy

Digital Libraries: After approximately 1,200 books we sorted in a preliminary manner last quarter, we proceeded to secondary sorting. Nely was referred to the Spanish colegio teacher from Santa Lucia whose love for reading is helping her revise books for grades 7-12. Teacher Maria Paz travelled to Camasca to have all the books loaded onto her computer. While she has not yet finished, she reports making progress and hopes to finish soon.

Reading program: Although the assigned book reading program has not followed the original timeline, we are thankful for the emerging results. Especially with the scholarship students, most have finished the first book, some the second one, and a few have independently started a third book. There is also a small group that has read only non-assigned books which caught their attention. Our bilingual seventh graders are reading a bit slower and none have finished the first book. However, two students have been reading an extra book bought by their parents. Some of the extra titles kids from both groups have read/are reading include: *El niño estrella*, *El gato negro*, *El principito*, *Heidi*, *Me encanta ser yo mismo*, and *Isabel*.

Listen to a student summarizing the books she read in our blog: <https://tinyurl.com/y6opy295>

Many kids have said that their reason for not reading more is the amount of schoolwork they are receiving. Due to this Nely and Damaris have decided to extend the program until October 23rd, hoping that by then all students have at least finished one book. Our students have agreed to this and we hope to hear even more great news from our reading stars.

External Relations

IADB, LE & MOE: Our team along with Dr. Dick, worked to hold meetings between the Interamerican Development Bank (IADB), Learning Equality (LE) and the Ministry of Education (MOE) to discuss a Kolibri pilot supporting at-home-learning in Honduras. After many successful meetings, the remaining Intibucá municipalities not serviced by StS were chosen for the pilot. We will be contracting with the IADB to support this project through the MOE next school year.

TLC Interns: In April of 2020 we planned to host three teaching interns from The Leadership Center (TLC) at our bilingual school. Covid-19 delayed this as everyone scrambled to adapt. However, in August we explored the possibility of a virtual internship. With much planning, we are happy to announce that next quarter we will have 3 TLC interns with us: 2 in Camasca and 1 virtually. Nely will be supervising these interns and we are committed to their learning.

STEM Center: Construction for the STEM Center started this quarter and we could not be more excited to see as our vision for a makerspace in the *frontera* comes to life! The building is just the first step and there is still a lot more work to be accomplished, but we are hopeful.

Follow its construction progress on our blog: <https://tinyurl.com/y387wxpt> .

Other Team Advancements in Q3

- ❖ Finished collecting all SACE school reports for AMFI schools and Intibuca colegio controls
- ❖ Hosted the Honduran National Person Registry for their training at the bilingual school
- ❖ Collected history for Kolibri start dates by subject for colegios and CEBs since 2016
- ❖ Updated impact graphs from 2016-2020
- ❖ Conducted check-in calls to all our 30 program schools
- ❖ Assembled a Kolibri starter packet for a school in Trujillo, Colon, Honduras
- ❖ Conducted an average of 3 weekly meetings for the IADB pilot
- ❖ Deployed 2 computers to StS staff and conducted 5 repairs to Android grant tablets
- ❖ Completed schools' LEGO robotics inventory
- ❖ Conducted 3 Zoom reading meetings with the bilingual 7th graders
- ❖ Continued work to update our CREE website
- ❖ Published 9 posts on our CREE blog