

GQ One Year Implementation Plan (Basic Education Recovery Cooperative Agreement)

Yes, Inc., with MINERD, its Principals, and Teachers serves as the accountable entity responsible for delivering the identified major activities, anticipated outcomes, and expected outcomes, and expected impact to its audience, which encompasses MINARD Staff, teachers, and parents.

Phase #1)- Communication with ALL stakeholders to begin building relationships, planning and cooperation in implementation of the agreement. Year1 – November -January 2 on- going.

(July- August application prep)

Major Activity #1: Begin Communication for Collaborations and relationship building to partners for the agreement. **Timeframe Start/frequency:** July 2023, August 2023 **Expected Outcomes:** Ongoing until a MOU or contract is signed to begin the work once funded. There will be a Cooperative Agreement group that will work together to provide identified services, strengthen teachers' capacity for remedial reading instruction, decrease 3rd grade repetition rates in marginalized DR communities. **Expected Impact:** Relationships will be built and support the work to institutionalize the systems agreed upon in a strategic SRSEW plan, MEL Plan and Crisis Early Warning plan for the nation's educational system.

Major Activity #2: Establish communication methods with MINERD and USAID for completion of MEL Plan **Timeframe Start/frequency:** 45-60 days after award of the agreement application. **Expected Outcomes:** YES, Inc and Cooperative Agreement partners will be able to make decisions on next steps for implementing the activities prosed in the application. **Expected Impact:** YES, Inc. will be ready to implement its GQ activities to begin closing remedial reading gaps and decreasing 3rd grade repetition gaps.

Major Activity#3: Have approval of MEL Plan from MINERD and USAID **Timeframe Start/frequency:** 90 days of being awarded. **Expected Outcomes:** YES, Inc. will be able to begin GQ activities. **Expected Impact:** Teachers and students will begin receiving services. **Major Activity #3a: Branding & Marketing Plan development-** November-December 2023

Major Activity#4: Schedule initial meetings with school leaders to begin relationship building and assess needs according to National assessments. **Timeframe Start/frequency:** January 15,2024- January 30, 2024- *(Meetings will be weekly once established)* **Expected Outcomes:** Staff from GQ Activities will begin to use data to identify early warnings for at risk staff and students. *(Schedules and agendas will be created prior to each scheduled meeting.)* **Expected Impact:** Early intervention begins for at risk staff and students.

Major Activity#5: Schedule and conduct benchmarking assessments for students. **Timeframe Start/frequency:** January 20- 30, 2024 **Expected Outcomes:** Early warning for at risk students will be identified. **Expected Impact:** Early intervention for at risk students.

Major Activity#6: Collaborate with MINERD, partners, school leadership to schedule monthly meetings. **Timeframe Start/frequency:** January 15,2024- January 30, 2024 *(Meetings will be ongoing monthly)* **Expected Outcomes:** Staff from YES, Inc., MINERD, and collaborative partners begin sharing relevant information that will help support teachers and leaders strengthen their capacity. *(Schedules and agendas will be created prior to each scheduled meeting.)* **Expected Impact:** Students begin to benefit and increase reading skills that ultimately lead to decrease in 3rd grade repetition.

Phase #2 Scheduling, Training, & Committee Meetings – Year 1-2, February - May

Major Activity #7: Creation of application for SRSEW Advisory committee. **Timeframe Start/frequency:** February 2024 Completion by February 2025. **Expected Outcomes:** Teachers, Parents, and educational leaders work together to create a plan that will support effective remedial reading instruction, decrease 3rd grade repetition and the creation of an early warning crisis system for marginalized schools and communities to use. *(Schedules and agendas will be created prior to each scheduled meeting.)* **Expected Impact:** Reduction in 3rd grade repetition, reading instruction strengthen for teachers and a system in place for early warning of potential crisis and at-risk students.

Major Activity #8: Scheduling and Conducting SRSEW Advisory Meetings. **Timeframe Start/frequency:** March 2024 *(Monthly meetings will be ongoing to ensure all voices are heard).* **Expected Outcomes:** Teachers and Parents have voice to decision making related to the program. **Expected Impact:** Beginning of Institutionalizing Teacher and parent Voice in the Education of students.

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Major Activity 9: Identify and schedule training for Mentoring and Coaching. Timeframe Start/frequency: February 2024 3-day training to equip mentors to effectively mentor teachers. 3- day training to equip coaches to coach leaders in becoming more effective. Expected Outcomes: Teachers will have mentors to support their instruction and help them effectively provide remedial reading instruction for at risk students. Expected Impact: Remedial reading support will begin to be effective for students so that they can graduate the third grade.
Major Activity 10: Classroom Observation Training. Timeframe Start/frequency: February 2024- 3- 4day training to conclude with testing for reliability. Expected Outcomes: Observers will be equipped with tools to effectively observe teachers and give immediate actionable feedback. Expected Impact: Effective, reliable, transparent, fair, and rigorous observations can now be conducted on teachers.
Major Activity 11: Classroom Observations Begin. Timeframe Start/frequency: March 2024 Expected Outcomes: Schools will have reliable, valid, and fair observations for teachers that will allow. Expected Impact: Teacher capacity strengthen to provide effective remedial reading instruction through observation and immediate feedback.
Major Activity12: Create Schedules, Curriculum, and lesson plans, for afterschool program. Timeframe Start/frequency: Begins March 2024 Completed April 2024 Expected Outcomes: Schools have remedials afterschool program in place & students receive targeted remedial reading support. Expected Impact: Programming Procedures are discussed and the early intervention for at risk students and the institutionalizing programming for at risk students begin.
Phase #3- Recruitment and Training – Year 1 & 2 March- July
Major Activity 13: Create schedule, curriculum, and agendas for KIDS Summer program. Timeframe Start/frequency: May 2024 Expected Outcomes: Summer programming is planned, and teachers continue to strengthen their capacity for instruction. Expected Impact: The process begins to be institutionalized for summer programming to become a tool for remedial reading for at risk students and reduction of repetition of 3 rd grade students.
Major Activity14: Create schedules, agendas for Intensive summer teacher training/ PD. Timeframe Start/frequency: June 2024 and annually. Expected Outcomes: Teachers strengthen their capacity to instruct students more effectively. Expected Impact: Students have teachers who can effectively instruct them in remedial reading and other subjects which will reduce 3 rd grade repetition.
Major Activity15: Begin Recruitment efforts for teachers in marginalized communities. Timeframe Start/frequency: March 2024. Expected Outcomes: Recruitment, vetting, interviewing and selection of potential teachers for our DR Educator Pipeline begins. Expected Impact: Establishment of qualified Educators to teach in the DR marginalized public schools.
Major Activity #16: Afterschool program begins. Timeframe Start/frequency: April 2024. Expected Outcomes: Students begin receiving intervention for remedial reading. Expected Impact: Early intervention begins for at risk students and teachers begin strengthening their capacity for remedial instruction.
Major Activity #17: KIDS Remedial Reading summer Camp Begins. Timeframe Start/frequency: June 2024- July 2024. Expected Outcomes: Students begin participation in early interventions for at risk students in remedial reading. Expected Impact: Early intervention begins at risk students to begin reading at age-appropriate grade level.
Phase# 4) Program Evaluations- Year 1 & year 2- May & July
Major Activity18: First program Evaluation Begins. Timeframe Start/frequency: May 2024 Expected Outcomes: Stakeholders can give input and have a voice for programming improvement. Expected Impact: The process begins to be institutionalized for Program improvement, diverse voices to be heard which leads to social emotional wellness for stakeholders. Major Activity19: 2 nd Program Evaluation Conducted at close of school year.