

COVER PAGE

Request for Quotation (RFQ) #USAIDDR #DR2023-0906

To: rfgfinalresponse@gmail.com

To: Collaborative Partnership

From: **Belkis T. Capeles, PhD**

Company Name: **ProfoundED**

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I, or we the undersigned, have reviewed the information in this RFQ carefully and this response provides the requested information. This proposal is made without any previous understanding or verbal or written agreement with any other firm or corporation proposal is in all respects fair and without collusion or fraud and the contents of this proposal have not been communicated except through this submission.

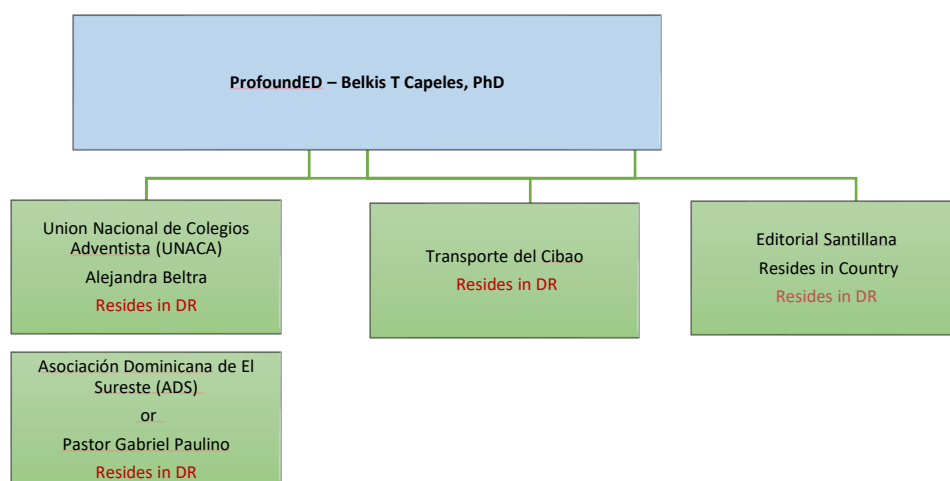
Owner or Legally Authorized Representative: Belkis T. Capeles, PhD

Signature:

Title: CEO

Date: 25-August-2023





EXECUTIVE SUMMARY

Belkis T. Capeles, Ph.D. (view LinkedIn profile [HERE](#)) has extensive experience in education. With a life-long commitment to youth development, especially through education, Dr. Capeles is well suited to coordinate an onshore/offshore educational improvement program for the Dominican Republic's Ministry of Education via a collaborative effort with YES INC. and their partners. Given her experience in executive roles at the helm of a long-standing company that she co-founded, as well as in her capacity leading colleges and universities based in the USA mainland, Dr. Capeles has the track record, understanding, and network to implement a solution designed to positively impact the school-age children of the Dominican Republic and their communities.

She employs a structure-based approach to all business processes and instructional design. By first gaining a sense of the need to assess the gaps, Dr. Capeles then prioritizes the areas with the greatest need for attention. Addressing one issue at a time until it is resolved, through focused effort and an expansive approach to include third parties to solution for the problem, Dr. Capeles and her team can use each victory as the foundation to spur and motivate people to overcome the next challenge. This approach will likely drive positive outcomes – quickly – given the challenges currently faced in elementary school education in the Dominican Republic, particularly in the Pre-K through the fourth grade and children struggling to advance to higher grades. The challenges are numerous, from gaps in diversity, equity, and inclusion to a lack of leadership development and support for educators, not to mention serious deficiencies in infrastructure and educational supplies that limit the ability of children to learn to read and perform. Each challenge needs to be addressed to achieve the objectives intended through the USAID grant. These are thorny issues - each is too big to solve in parallel and must be solved one at a time. Each successful outcome provides the foundation needed to enable the success of the next challenge.

Her administrative experience includes Associate Provost, Community Outreach, and Economic Development at Utah Valley University; Dean of the School of Continuing Education at Triton College; and Executive Director of Continuing Education at Georgia Southern University. Academic experience includes Assistant Professor at Georgian Southern University and Adjunct Faculty of Herzing University.

Dr. Capeles earned her Ph.D. in Cultural Foundations of Education, Leadership, and Administration at Kent State University, along with a Master of Arts in Community Counseling and Conflict Management.

As a professional, Dr. Capeles has worked in event management for ValMark Securities and Kent State University. She also led business development for Questex International (formerly Advanstar Communications). Combined, these experiences provided her with the foundation for sales, multicultural relations, negotiation, and vendor/alliance management.

Finally, as an entrepreneur, she was a joint owner of BC Stein & Associates, which provided educational content and services for over a decade. The company has recently been rebranded as ProfoundED. Her dedicated work in higher education and the business experience gained through her employment in the corporate sector has been focused on providing continuing education training, leading teams to achieve goals, growing revenues, and building communities anchored in youth and professional development. Dr. Capeles is bilingual (Spanish and English) and has developed numerous relationships in the Dominican Republic, where she was raised and attended school on the island until 3rd grade. Later, as an adult, she often returned as a consultant through various business endeavors.

EXPERIENCE & QUALIFICATIONS

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List of Services

ProfoundED seeks your consideration for the provision of the services below. Detailed capabilities and implementation plans are shared later in this proposal response.

- 001 Driver services: full-time position, 52 weeks per year, licensed in the Dominican Republic and cleared for security. The driver will shuttle up to four (4) staff plus occasional delegates and guests.
- 002 a) Real estate services: residential short-term and long-term housing for 5-10 staff in the Dominican Republic.
- 002 b) Real estate services: EIP office space to be negotiated for YES, INC. by one of our team members who has extensive experience in commercial property negotiations on the island.
- 003 Technology supplies: was not defined in the RFQ and will remain TBD until we have an opportunity to meet with shareholders to discuss what we have proposed.
- 004 Classroom Teacher supplies and materials include reading, training, technology, and goods for arts and crafts to support Kindergarten through 3rd-grade classrooms.
- 005 Office supplies: General Equipment (\$1 to \$4999), goods, and services to support the Educational Improvement process. Support includes identifying and negotiating with approved vendors, largely in facilities management, combined with accounting best practices and budget adherence.
- 006 Curriculum materials: was not defined in the RFQ and will remain TBD until we have an opportunity to meet with shareholders to discuss what we have proposed.
- 007 Consultants: Teacher Training on topics such as best practices for remedial reading, data analysis, differentiation, lesson planning, classroom management, technology use, social-emotional learning (SEL), Universal Design for Learning (UDL) strategies, teacher wellness, culture and climate, assessment strategies and emergent literacy strategies.
- 008 Consultants: Leadership Training may be in person or virtual. Teachers will be coached on credibility, fundamental values, and how to inspire others with a common vision of the future. Tools and approaches to personal growth, collaboration, teamwork, and trust will be shared as part of the teachers' leadership training. Teachers will also receive guidance on how to best deploy social and emotional learning (SEL) interventions for students and measure the outcomes.
- 009 Cleaner Services: both residential sites and office spaces will be cleaned regularly.
- 010 Internet Services and Connectivity for schools and offices have been problematic on the island, and coverage is spotty and intermittent. The vendor will have at least seven (7) years of experience.
- ~~011 Legal Services~~
- ~~012 Audit Services~~
- ~~013 Security/Guard Services~~
- 014 Project Evaluation Services: mid-year and year-end reports will be provided to stakeholders and will include data, recommendations, and suggestions for improvement toward the goal of achieving the intended outcomes and objectives of this program.
- 015 After School Remedial Reading Program: will include creating enrichment programming with learning opportunities to inspire students who are struggling and to motivate them to succeed.

- 016 Summer Remedial Reading Program: similar, to the After School Remedial Reading Program, enticing and effective enrichment learning programming will be made available to students struggling with reading.
- PLUS, we would like to offer 017 **Education for Special Needs Students**: neurodivergent learners such as those with Dyslexia or Autism require personalized attention to help them meet their learning goals. Typically, children with special needs are evaluated in the USA to determine what special provisions are required to help them learn. This may include additional time to complete a test, the use of robust visual aids, or assistive technology devices to help them hear or see the content being instructed.
- PLUS, we would like to offer **018 Social Emotional Learning** After School Enrichment Program: TBD on the frequency and how students will be taught, but the SEL program proposed is critical to youth development to help them understand empathy, and build interpersonal skills, and self-confidence.

In-kind Support

We recognize the 10% in-kind support and/or cash match required for this opportunity. A Letter of Support is pending from UNACA (Union Nacional de Colegios Adventista), a private educational entity in the Dominican Republic. The UNACA region covers seven regions/zones with over 12,430 students enrolled in 51 schools. They (are accredited by MINERD – national school governing body) and other established national accreditors. UNACA falls under the jurisdiction of the Dominican Union of Seventh-day Adventists and affirms its commitment to ProfoundED and this project. The in-kind donation will consist of meeting rooms, service and support personnel, and other efforts to support this program if this RFQ is awarded.

SCOPE of SERVICES

Objectives

The Dominican Republic MINERD's (Ministry of Education) 2021-2024 Institutional Strategic Plan (ISP) details the challenges associated with providing children with a quality education. There are gaps in teacher capacity and performance, as well as gaps in equity and inclusion. Education quality in primary grades and the number of children repeated third and fourth-grade present the Ministry with additional challenges that will be addressed via the funds secured through USAID. Together, with your other partners, we will improve literacy in the early grades, provide remedial reading interventions to students at risk of failure, and strengthen SEL and reading outcomes for all children. All services below have been pre-coordinated to fulfill these objectives and are based on pre-existing relationships with all vendors assigned to the service categories defined in this RFQ for each headline listed below.

NOTE: in some cases, below, one vendor addresses multiple service categories. Hence, some service categories have been grouped together. Service categories are listed in bold as the header of each section.

SERVICE CATEGORY**001 - DRIVER SERVICES**

For more than 40 years, Transporte del Cibao CxA and other transportation preferred providers have provided transportation services in the DR. The company has the vehicles, licensure, and team required to safely transport our educators and guests. Security clearance and an established reputation for chauffeuring delegates and various dignitaries will ensure the safety and comfort of all those who travel between the schools and office buildings. Our plan is to have a dedicated driver available during all working hours (32 hours Monday to Friday), with a secondary driver available (10 hours Monday to Friday) who can fill in for the primary driver in the event of an unexpected absence. Both drivers will be licensed and have security clearance. After a 30-day initial roll-out, we will review their performance by collecting feedback from participants who have been chauffeured to ensure that all standards related to safety and comfort have been addressed. If performance is sub-standard, the driver(s) will be issued a warning and have 30 days to improve, or they will be replaced. If both drivers fail to meet performance standards two months in a row, the vendor will be replaced.

002 – REAL ESTATE SERVICES**009 – CLEANER SERVICES**

UNACA and Asociacion Dominicana de el Sureste (ADS), with a long track record of success in corporate real estate and facilities management, as well as managing service vendors, can provide comprehensive property service in the Dominican Republic by following a two-step parallel approach. For residential housing, they have existing collaborations with local property owners. Once the personnel needs have been identified, UNACA and ADS can curate a portfolio of suitable short-term and long-term accommodation for 5-10 staff members. Services include ensuring well-furnished spaces, utilities, safe, and convenient locations. Simultaneously, they can tap into the commercial real estate market and their long-standing partnerships with property developers to secure an office building for lease that will meet the budget and space allocation needs of YES INC. Working with UNACA and ADS affords all of us a cost advantage because they can provide complimentary services, such as light repairs, through their facilities management operations which are integrated with their commercial real estate management initiatives. Janitorial services are one of the key lines of operation provided by UNACA and ADS and will be available for both the commercial and residential properties included in this proposal. All staff are vetted to ensure the safety of the tenants and their belongings.

003 – TECHNOLOGY SUPPLIES

Although these were not defined in the RFQ, we suggest the following be included herein and welcome discussion with stakeholders. Assistive technology devices will aid students with physical impairments in sight and fine motor, as well as those who are non-verbal and require visual prompts to communicate. Zoom will enable vendors who are remote to provide valuable services such as teacher and leadership training. Tablets are essential for students to learn, particularly if we enable education using Kahn Academy which offers low-cost, high-quality series of math and reading curricula for early elementary school children. Implementation will involve a needs assessment and prioritization to ensure that the budget requested covers the solutions needed most.

004 – CLASSROOM SUPPLIES**005 – OFFICE SUPPLIES****006 – CURRICULUM MATERIALS****010 – INTERNET CONNECTIVITY**

Founded in 1982, the Union Nacional de Colegios Adventista (UNACA) has a rich history of providing quality education in the region. With 51 schools and over 12,000 students, UNACA has become a prominent and accredited educational institution. UNACA's well-established network, experience, and commitment to quality education uniquely position them to uplift educational standards and reading proficiency through innovative programs and improved access, benefiting students across the Dominican Republic, borderline towns adjacent to Haiti, and other targeted areas.

For supplies, UNACA can centralize procurement of general office supplies and classroom materials for kindergarten through 3rd-grade programs. Curriculum materials, such as workbooks, textbooks, visual aids, and instructor materials can also be sourced from their extensive supply chain partner network. Collaborating with suppliers, they can negotiate bulk pricing to reduce costs. Arts and crafts supplies can be sourced from local artisans, promoting community involvement.

To address remote connectivity, UNACA has bartering power with local ISPs and can also leverage satellite technology. They can establish Wi-Fi hubs in key school locations, enhancing internet access even in remote areas to overcome the island's infamous spotty coverage and intermittent gaps in functionality. Moreover, they can use mobile classrooms equipped with connectivity solutions to reach underserved regions by leveraging existing infrastructure.

Building on their experience, UNACA and ADS can extend their accredited school model to summer and after-school enrichment. They can deploy specialized reading remediation programs, utilizing trained staff and proven methodologies to assist struggling readers. These programs can be held within existing school infrastructure.

Implementation involves three steps:

1. **Supply Management System:** Set up a centralized supply management system, collaborating with suppliers for streamlined procurement and distribution to ensure minimal duplication and purchase of what is needed. This also includes adherence to best practices in accounting to ensure budget management and financial reporting.
2. **Connectivity Infrastructure:** Partner with ISPs and satellite providers to establish Wi-Fi hubs and mobile classrooms, ensuring internet access across all schools.

007 – CONSULTANTS – TEACHER TRAINING**008 – CONSULTANTS – LEADERSHIP TRAINING**

UNACA, previously mentioned above as a supplier, also has an extensive roster of professionals who provide “train the trainers” training. They have experience in education as well as in leadership development to provide in-person programs. With their support, we can identify locals (principals and teachers) who can deliver comprehensive teacher training and administer their efforts by directing them to adopt a systematic approach. They will be instructed to design tailored training modules and ensure hands-on application for enhanced learning outcomes per the following implementation plan:

- Needs Assessment: collaborate with educational institutions to assess specific training needs. This guides module development.
- Module Creation: design modules on UDL strategies, assessment methods, emergent literacy, classroom management, remedial reading, and lesson planning. Modules integrate theory with practical examples.
- Interactive Workshops: conduct interactive workshops, employing active learning techniques. Teachers engage with real-world scenarios, fostering practical skill development.
- Customized Content: tailor examples and case studies to a local context, ensuring relevance and applicability.
- Hands-on Practice: Training includes hands-on practice, encouraging teachers to apply concepts in simulated classroom settings.
- Feedback and Reflection: After each module, participants reflect on their learning and provide feedback. This informs adjustments for subsequent sessions.
- Ongoing Support: offer post-training resources, such as online forums and materials, for continuous learning and troubleshooting.
- Assessment and Certification: evaluate participants' understanding through assessments. Those who successfully complete the training receive certification including digital badges which have been shown to motivate participants.
- Follow-up: Periodic follow-up sessions allow teachers to share successes challenges, and seek guidance.

ProfoundED and its partners will provide teacher training and leadership training. This includes training best practices for data analysis, social-emotional learning, digital literacy (using technology like Google Suite, Slack, and so on), and teacher wellness. Training can be provided in English or Spanish. ProfoundED also has experience working with at-risk students who struggle with learning disabilities, or socio-economic factors which add greater challenges to the student’s ability to complete their education.

ProfoundED and its partners will design the curriculum and training materials for the principal and teacher leadership development programs. ProfoundED will also provide oversight and ensure that all the trainers who complete the curriculum will regularly interface directly with partners for quality control. ProfoundED and its partners will provide the content and training of the trainers who will then be deployed into the schools to develop the principals and teachers.

Since virtual leadership training was suggested in the RFQ, ProfoundED can deliver impactful teacher coaching by implementing a holistic approach. Individualized coaching, practical application, and outcome measurement ensures that educators will contribute to collaboratively developing a positive and growth-oriented educational environment, which aligns with program objectives. They will design a combination of virtual private and virtual group coaching sessions focusing on values, leadership, personal growth, collaboration, SEL interventions, and outcome measurement per the following implementation plan:

- Coaching Modules Creation: develop coaching modules covering credibility, values, vision-sharing, personal growth tools, collaboration, teamwork, trust-building, and SEL interventions.
- Personalized Coaching: Teachers engage in one-on-one coaching sessions tailored to their needs and goals. Coaches provide guidance, resources, and actionable steps.
- Group Workshops: conduct group workshops to facilitate collective learning and foster a sense of community among educators.
- Real-world Scenarios: Coaching sessions incorporate real-world scenarios, enabling teachers to apply concepts in their daily interactions.
- Ongoing Support: offer continuous support through follow-up sessions, discussion forums, and resource sharing via secure, online chats.
- SEL Implementation: Coaches and mentors guide teachers in deploying SEL interventions, such as mindfulness activities and emotional awareness exercises, within the curriculum.
- Outcome Measurement: provide tools for measuring the impact of SEL interventions on students' emotional well-being, behavior, and academic performance.
- Reflection and Feedback: After each coaching session, teachers reflect on their experiences and provide feedback, enhancing the coaching process. This approach empowers teachers to embody values, leadership, and collaboration while effectively implementing SEL interventions.

014 – PROJECT EVALUATION SERVICES

Editorial Santillana can offer comprehensive project evaluation services by implementing a structured approach. Firstly, they will collaborate with educational institutions' stakeholders to define clear program objectives and outcomes based on the overall goals of the USAID program. This approach ensures that educational programs are continually aligned with YES INC. and USAID goals, fostering a culture of improvement. The data-driven mid-year and year-end reports with actionable recommendations empower institutions to optimize their programs and achieve their intended educational outcomes effectively, with enough time factored in for course correction. They will collect quantitative and qualitative data throughout the program duration per the implementation plan as follows:

- Initial Assessment: meet with stakeholders to understand program goals. They design data collection tools and metrics for tracking progress.
- Ongoing Data Collection: Throughout the program, collect data via surveys, interviews, and observations. This data encompasses student performance, teacher feedback, and program adherence.

- **Mid-Year Evaluation:** compile and analyze data, produce a mid-year report. This report highlights achievements, challenges, and trends. It provides actionable recommendations for course correction and improvement.
- **Continuous Monitoring:** maintain regular communication with institutions, ensuring data accuracy and addressing emerging issues promptly.
- **Year-End Assessment:** Based on accumulated data, generate a comprehensive year-end report. This report evaluates the program's success against initial goals and offers strategic insights for future iterations.
- **Closed Feedback Loop:** conduct feedback sessions with stakeholders to ensure insights are understood and integrated for subsequent improvements.

015 – READING REMEDIATION – SUMMER PROGRAM**016 – READING REMEDIATION – AFTER SCHOOL PROGRAM**

The Union Nacional de Colegios Adventista (UNACA) in the Dominican Republic oversees Adventist schools nationwide, prioritizing quality education with Christian values. By focusing on personalized assessment, engaging sessions, and collaborative monitoring, UNACA's reading remediation program can empower struggling young readers and foster a solid foundation for their academic journey. To address reading remediation for K-3 students, a focused implementation plan is proposed:

1. **Assessment and Customized Planning:** Begin with comprehensive assessments by qualified specialists to identify struggling readers. Analyze reading levels, strengths, and areas needing improvement. Based on these assessments, create individualized remediation plans tailored to each student's needs and learning styles.
2. **Engaging After-School and Summer Sessions:** Launch after-school and summer programs with interactive, targeted reading activities. Small group sessions can include phonics drills, guided reading, vocabulary games, and storytelling. Ensure a supportive and encouraging environment to boost students' confidence and motivation to read. Suggest incentives like a “special bookmark” or such ideas to motivate students.
3. **Collaboration and Progress Monitoring:** Foster collaboration between teachers, specialists, and parents. Regular meetings can provide updates on progress, discuss strategies for home support, and celebrate improvements. Employ ongoing assessments to monitor progress, adjusting the program as needed based on data-driven insights.

017 – SPECIAL NEEDS EDUCATION

UNACA and/or Editorial Santillana can offer specialized education for kindergarten through third grade by employing a comprehensive approach that prioritizes individualized support and inclusive learning environments per the following implementation plan:

- **Needs Assessment:** UNACA and/or Editorial Santillana collaborate with schools to assess specific special needs requirements for each student, ensuring personalized support.
- **Individualized Education Plans (IEPs):** UNACA and/or Editorial Santillana develop IEPs for students, outlining tailored learning goals, accommodations, and support strategies.
- **Qualified Instructors:** UNACA employs trained special education teachers who understand diverse learning needs and can adapt teaching methods accordingly.
- **Inclusive Classrooms:** Special needs students are integrated into mainstream classrooms with additional support. Teachers receive guidance on fostering an inclusive environment.
- **Adaptive Curriculum and Technology:** UNACA and ADS design adaptive curriculum materials, ensuring content suits various learning styles and abilities. This may include additional time to complete a test, the use of robust visual aids, or assistive technology devices to help them hear or see the content being instructed.
- **Multi-sensory Learning:** Utilizing visual aids, hands-on activities, and technology, UNACA and/or Editorial Santillana promote multi-sensory learning to cater to diverse needs.
- **Assessment and Progress Tracking:** Regular assessment measures progress against IEP goals, allowing adjustments for optimal learning.
- **Parent Involvement:** UNACA and/or Editorial Santillana engage parents in the education process through regular communication, progress updates, and workshops.
- **Teacher Training:** UNACA and/or Editorial Santillana train mainstream teachers, equipping them to effectively support special needs students within their classrooms.
- **Continuous Improvement:** UNACA and/or Editorial Santillana periodically reviews and adjusts strategies based on student progress, ensuring ongoing program enhancement.

By offering personalized education, leveraging expert instructors, and fostering inclusive environments, the approach by UNACA and/or Editorial Santillana ensures that special needs students in kindergarten through third grade receive the tailored support they need to thrive academically and socially in alignment with program goals. Here, diversity and inclusion, particularly for students on the Spectrum or with other neurodivergent expressions, can be part of the class and benefit from the USAID grant awarded.

018 – SEL AFTER SCHOOL ENRICHMENT PROGRAM

UNACA, in collaboration with local teachers stationed at each school, can establish a comprehensive after-school social-emotional learning (SEL) enrichment program for kindergarten through third grade, focusing on emotional intelligence, communication skills, and empathy. Students will engage in role-play scenarios and hands-on activities in combination with video-based instruction which leverage animation and storytelling to enhance learning. The implementation plan is as follows:

- Curriculum Development: design an age-appropriate SEL curriculum with engaging activities, storytelling, and interactive games including SEL videos translated into Spanish.
- Qualified Facilitators: Trained facilitators in combination with local teachers conduct sessions, promoting emotional awareness, self-regulation, and interpersonal skills.
- Small Group Setting: Sessions are conducted in small groups to facilitate personalized attention and meaningful interactions.
- Structured Activities: Program includes activities like role-playing, art projects, and group discussions to reinforce SEL concepts.
- Parent Engagement: involve parents through workshops, sharing strategies for reinforcing SEL principles at home.
- Regular Assessments: Students' progress is assessed periodically to track their emotional growth and development. One possibility is the Emotional Self-Regulation Assessment.
- Collaboration with Schools: collaborate with schools to align the program with classroom learning and support academic goals.
- Safe and Inclusive Environment: Create a safe and inclusive space where students feel comfortable sharing and exploring their emotions.
- Outcome Measurement: Regular assessments measure improvements in students' emotional intelligence, communication, and social skills.
- Continuous Improvement: Feedback from students, parents, and teachers guides ongoing program enhancements.

By implementing this approach, UNACA, in collaboration with all teachers and partners in this opportunity, will support kindergarten through third-grade students in their development of crucial social-emotional skills. The goal is to help them foster emotional intelligence and interpersonal relationships. This after-school enrichment program aligns with educational goals, promoting holistic development in young learners which is a recognized need and gap across elementary schools in the USA.

IMPLEMENTATION PLAN & TIMELINE

In the service category descriptions above, we offered high-level implementation plans by vendor. To get the full picture of how comprehensive our turnkey solution is, we present a full implementation plan below.

ProfoundED proposes to address 13/16 categories (all services in the solicitation except Legal, Financial Audit, and Security services). Plus, we propose to offer two additional categories: Special Education and Social Emotional Learning as discrete programming.

Phased Rollout Plan Year 1:**Phase 1 (Months 1-3):**

- Academic Remediation Program Pilot: Implement the academic remediation program in a subset of educational centers to test effectiveness and gather feedback.
- Begin teacher professional development program with focus on foundational teaching strategies.

Phase 2 (Months 4-6):

- Full Academic Remediation Program Rollout: Expand the academic remediation program to all 100 schools; bring on 10 schools per month.
- Commence Socioemotional Program Pilot: Launch the socioemotional program in a subset of centers, refining curriculum based on feedback.

Phase 3 (Months 7-9):

- Socioemotional Program Expansion: Extend the socioemotional program to all 100 schools.
- Teacher Professional Development Mid-Program Assessment: Evaluate teacher progress and adjust training as needed.

Phase 4 (Months 10-12):

- Integrated Program Implementation: Combine academic remediation and socioemotional programs for comprehensive student support.
- Teacher Professional Development Completion: Conclude the teacher training program with a final assessment and certification.
- Year 2 begins.

Phase 5 (Months 13-15):

- Continuous Improvement and Evaluation: Collect data on program outcomes and make necessary adjustments for improvement which are rolled out once the new school year has begun.
- Collaboration with MINERD: Share program successes and strategies with MINERD for potential integration into broader education initiatives.

DETAILED 1-Year PLAN for ALL SERVICES**Jan 2024:**

Driver Services (001): Hire a full-time driver licensed in the Dominican Republic, cleared for security. Metric: Complete driver hiring process.

- **Real Estate Services (002):** Secure short-term housing for 5-10 staff. Initiate negotiations for YES, INC.'s office space. Metric: Secure housing for 50% of staff.
- **Technology Supplies (003):** Conduct meetings with shareholders to define technology needs and budget. Schedule regular monthly meetings with stakeholders. Metric: Complete technology needs assessment.

February 2024:

- **Classroom Teacher Supplies (004):** Procure reading materials, training resources, technology, and arts and crafts materials for Kindergarten through 3rd-grade classrooms. Metric: Procure 70% of required supplies.

- **Office Supplies (005):** Identify approved vendors for facilities management. Implement accounting best practices for budget adherence. Metric: Establish relationships with 3 approved vendors.
- **Curriculum Materials (006):** Continue discussions with shareholders to define curriculum needs and budget. Metric: Finalize curriculum budget allocation.

March 2024:

- **Consultants (Teacher Training - 007):** Schedule teacher training sessions on data analysis, differentiation, classroom management, technology use, and SEL strategies. Metric: Conduct 4 teacher training sessions.
- **Cleaner Services (009):** Hire residential and office cleaning services. Establish cleaning schedules. Metric: Initiate cleaning services for residential sites.

April 2024:

- **Consultants (Leadership Training - 008):** Begin leadership training for teachers on credibility, collaboration, teamwork, and SEL interventions. Metric: Complete 50% of leadership training modules.
- **Internet Services and Connectivity (010):** Select a vendor with at least seven years of experience to provide reliable internet services for schools and offices. Metric: Confirm vendor selection and initiate contract discussions.

May 2024:

- **Project Evaluation Services (014):** Develop a framework for mid-year project evaluation. Collect data and prepare mid-year reports for stakeholders. Metric: Complete mid-year evaluation reports.
- **After School Remedial Reading Program (015):** Launch the program, offering enrichment opportunities for struggling students. Metric: Enroll 80% of target students.

June 2024:

- **Summer Remedial Reading Program (016):** Start planning for the summer program, ensuring engaging and effective enrichment learning. Metric: Outline program curriculum and activities.
- **Education for Special Needs Students (017):** Begin the assessment process for neurodivergent students' special provisions and personalized learning strategies. Metric: Complete assessments for 60% of identified students.

July 2024:

- **Social Emotional Learning After School Program (018):** Develop the SEL curriculum. Determine the frequency and structure of the program. Metric: Finalize curriculum framework.
- **Real Estate Services (002):** Finalize negotiations for YES, INC.'s office space. Metric: Complete office space negotiations.
- **Consultants (Leadership Training - 008):** Continue leadership training, focusing on measuring SEL outcomes. Metric: Complete 80% of leadership training modules.

August 2024:

- **After School Remedial Reading Program (015):** Evaluate the effectiveness of the program. Make adjustments as needed. Metric: Collect and analyze student performance data.
- **Summer Remedial Reading Program (016):** Finalize plans for the summer program, ensuring its alignment with educational goals. Metric: Complete program schedule and resource planning.

September 2024:

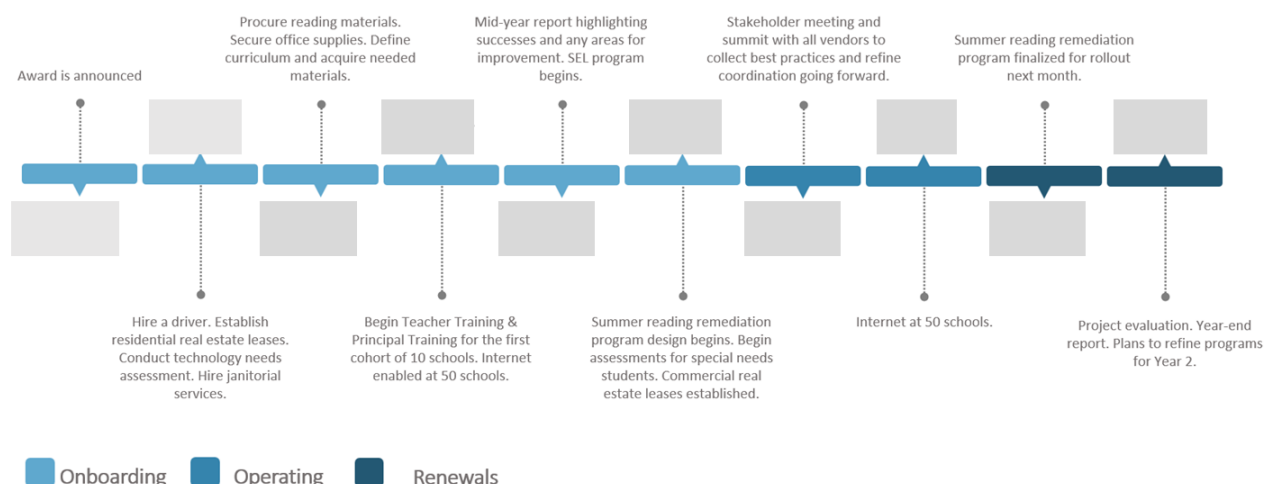
- **Education for Special Needs Students (017):** Implement personalized learning strategies for special needs students based on assessments. Metric: Initiate personalized learning plans for identified students.
- **Social Emotional Learning After School Program (018):** Launch the SEL enrichment program. Monitor progress and collect feedback. Metric: Initiate SEL program with pilot group.

October 2024:

- **Project Evaluation Services (014):** Conduct year-end evaluations, compile data, and provide comprehensive reports with recommendations for improvement. Metric: Complete year-end evaluation reports.
- **Year 2-5 Recommendations:** Review and adjust offerings based on evaluation reports. Schedule stakeholders' meetings to discuss adjustments and refinements for subsequent years.

Below is a general timeline overview:

TIMELINE



OVERALL 5-YEAR PLAN**Year 1: Establishing Foundations**

- Conduct a comprehensive assessment of marginalized schools' reading proficiency and student repetition rates.
- Introduce inclusive, remedial reading instruction in targeted schools from pre-first to third grade.
- Develop and deploy evidence-based teaching materials for inclusive remedial reading.
- Provide intensive teacher training to enhance capacity in inclusive remedial reading.
- Develop and pilot supplemental remedial reading plans for extended school day programs.
- Introduce early warning systems in targeted schools to identify academically at-risk students.
- Begin integrating social and emotional learning (SEL) into classroom instruction.

Year 2: Refining Strategies

- Evaluate the effectiveness of inclusive, remedial reading instruction and early warning systems.
- Refine teaching materials based on feedback and student progress.
- Expand the implementation of SEL approach to more grades in targeted schools.
- Strengthen the capacity of school staff to deliver effective SEL instruction.

Year 3: Scaling Impact

- Scale inclusive, remedial reading instruction and early warning systems to additional targeted schools.
- Develop a comprehensive framework for integrating SEL across pre-first to third grades.
- Provide training for school communities on enhancing socio-emotional learning.
- Engage private sector stakeholders to support and invest in the education system.

Year 4: Institutionalization and Rollout

- Institutionalize best practices for reading attainment and socio-emotional wellbeing nationally.
- Collaborate with MINERD to strengthen its capacity to use data for decision-making and resource management.
- Work with MINERD to adopt standards, curriculum, and best practices for reading, remedial instruction, SEL, and grade repetition reduction.
- Roll out promising interventions in schools within non-USAID funded education regions.
- Expand the early warning system to schools in select non-USAID funded education regions.

Year 5: Sustainability and Expansion

- Ensure the continuity of inclusive, remedial reading instruction, early warning systems, and SEL initiatives in targeted schools.
- Collaborate with MINERD to evaluate the impact of the adopted practices and interventions on a national scale.
- Strengthen the role of private sector stakeholders in supporting the education system through partnerships and investments.
- Develop a roadmap for sustaining and expanding the achievements beyond the USAID-funded program.

Metrics and Approach:

- **Reading Proficiency:** Measure the increase in reading proficiency among third-grade students in targeted schools.
- **Student Repetition:** Track the decrease in student repetition rates in marginalized schools.
- **Inclusive Instruction:** Monitor the utilization of evidence-based inclusive teaching materials in pre-first to third grades.
- **Teacher Capacity:** Assess the improvement in school staff's capacity to deliver inclusive remedial reading.
- **Supplemental Instruction:** Evaluate the effectiveness of extended school day remedial reading programs.
- **Early Warning Systems:** Measure the accuracy of the early warning systems in identifying at-risk students.
- **SEL Integration:** Assess the extent of SEL integration into classroom instruction.
- **MINERD Capacity:** Evaluate MINERD's progress in using data for decision-making and adopting best practices.
- **Sector Engagement:** Track increased engagement and investment from different sector stakeholders.

CURRICULA

Teacher Professional Development Program: Addressing Certification Exam Failure and Classroom

Facilitation

This 6-month professional development program seeks to address the multifaceted challenges faced by teachers, combining competency enhancement, resilience building, and comprehensive training to create a more effective and resilient teaching force.

Duration: 6 months

Ratio: 1 appointed teacher trainer will support 16 other teachers (a total of 30 FTE teacher trainers)

Volume: 500 teachers per year will complete the program and the teacher trainers will allow an additional 30-days at the end of the program to meet the needs of those teachers who had prolonged or repeated absences during the program.

Objective: To enhance teacher competency, build resilience against burnout, and improve the overall quality of education by addressing the challenges of high failure rates in teacher certification exams and the lack of skills to engage different learners.

Month 1: Needs Assessment and Goal Setting

- Conduct a comprehensive needs assessment to understand the specific challenges faced by teachers.
- Set clear goals for improving teacher competency, resilience, and classroom environment.

Month 2: Assessment and Skill Gap Analysis

- Administer diagnostic assessments to identify individual teacher strengths and weaknesses.
- Analyze assessment data to determine specific areas of improvement needed.

Month 3: Individualized Coaching and Training - Part 1

- Provide private coaching sessions for each teacher based on their assessment results.
- Focus on addressing competency gaps and building effective teaching strategies.
- Deliver specialized training sessions to target areas of improvement.

Month 4: Group Coaching and Training - Part 1

- Organize group coaching sessions for teachers to share experiences and learn collaboratively.
- Address common challenges related to certification exams and classroom engagement.
- Conduct workshops on classroom management techniques and creating safe learning environments.

Month 5: Resilience Building and Wellbeing

- Introduce psychological resilience workshops to empower teachers in handling difficult students.
- Collaborate with mental health professionals to provide coping strategies and self-care techniques.
- Create a supportive network among teachers to foster a sense of community and shared experiences.

Month 6: Individualized Coaching and Training - Part 2

- Continue private coaching sessions, focusing on progress and areas of growth.
- Assess improvements in teaching strategies and competency.
- Provide mock certification exams to boost confidence and readiness for future exams.

Program Components:**1. Assessment Phase:**

- Diagnostic assessments to identify individual strengths and weaknesses.
- Collect data on exam failure rates and classroom observations.

2. Coaching and Training:

- Individualized coaching sessions to address specific challenges.
- Group coaching sessions for collaborative learning and shared experiences.
- Workshops on teaching strategies, classroom management, and student engagement.

3. Resilience and Wellbeing:

- Psychological resilience workshops.
- Coping strategies and self-care techniques.

4. Progress Evaluation:

- Continuous monitoring of teacher progress and improvements.
- Conduct mock certification exams to track exam readiness.

Outcomes:

- Increased teacher competency and readiness for certification exams.
- Improved resilience in classroom burnout and student/parent communication.
- Enhanced classroom management skills and safe learning environments.

Principals' Leadership Program: Fostering Positive School Environments

This 6-month Principals' Leadership Program focuses on empowering school leaders with the skills and strategies needed to tackle the unique challenges of teacher burnout, student disengagement, absenteeism, teacher certification, and socioemotional education.

Duration: 6 months

Ratio: 1 appointed principal trainer will support 16 other principals (a total of 6 FTE principal trainers)

Volume: 100 principals per year will complete the program and the principal trainers will allow an additional 30-days at the end of the program to meet the needs of those principals who had prolonged or repeated absences during the program.

Objective: Equip principals with effective strategies to manage teacher burnout, address student indifference, reduce absenteeism rates, improve teacher certification rates, and promote socio-emotional education within the school community.

Month 1: Understanding the Landscape

- Assess the unique challenges faced by each school and their impact on teacher burnout, student indifference (learning disability), absenteeism, teacher certification, and socio-emotional education.
- Identify key stakeholders within the school community to collaborate on solutions.

Month 2: Building Resilient School Communities

- Provide principals with tools to identify signs of teacher burnout and develop strategies to support teachers' emotional well-being.
- Offer techniques to create a positive and supportive school culture that encourages collaboration and problem-solving.

Month 3: Dropout Prevention and Intervention

- Train principals in recognizing early signs of student learning disabilities and developing effective intervention strategies.
- Collaborate with experts in behavioral psychology to provide practical techniques for de-escalation and conflict resolution.

Month 4: Addressing Absenteeism and Engagement

- Explore the root causes of student absenteeism and courses repeated, and implement strategies to improve student engagement and attendance.
- Guide principals in establishing effective communication channels with parents to address attendance challenges.

Month 5: Teacher Certification Success Strategies

- Analyze the reasons for the high failure rate of teachers in the national certification exam.
- Develop targeted training plans for teachers to improve their chances of success.
- Introduce mentoring programs to provide support and guidance to teachers preparing for the exam.

Month 6: Socioemotional Education Integration

- Train principals in integrating socioemotional education into the school curriculum and activities.
- Provide resources and strategies to help students develop essential social and emotional skills.
- Collaborate with experts to design age-appropriate modules and initiatives.

Program Components:

- 1. Diagnosis Phase:**
 - Identify specific challenges faced by each school.
 - Analyze data on teacher burnout, student repeating courses, absenteeism, teacher certification rates, and socioemotional education gaps.
- 2. Resilient Leadership:**
 - Equip principals with strategies to support teachers' emotional well-being.
 - Develop leadership skills to foster positive school culture.
- 3. Dropout Prevention and Intervention:**
 - Train principals in recognizing and addressing student course progression.
 - Introduce conflict resolution and de-escalation techniques.
- 4. Engagement Strategies:**
 - Address student absenteeism and promote active student engagement.
 - Enhance communication with parents to improve attendance.
- 5. Teacher Certification Support:**
 - Analyze teacher certification challenges and develop tailored solutions.
 - Implement mentoring programs to increase certification success rates.

6. **Socioemotional Education Integration:**

- Guide principals in integrating socioemotional education into the curriculum.
- Develop age-appropriate modules and initiatives.

Outcomes:

- Principals equipped with skills to foster a positive school environment.
- Reduced teacher burnout and improved teacher well-being.
- Enhanced strategies to prevent students from repeating courses, progression, and conflict resolution.
- Decreased absenteeism rates and increased student engagement.
- Improved teacher certification success rates.
- Integrated socioemotional education for improved student well-being and academic success.

Elementary School After School Reading Remediation Curriculum: Grades K-3

By combining targeted reading remediation with capacity-building initiatives within the national education system, this curriculum aims to not only improve reading skills for grade 1-3 students but also enhance MINERD's ability to make data-driven decisions, implement best practices, and ensure educational success for all students.

NOTE: The Summer Reading Remediation program will be all day, 4 days per week, for 6 weeks but will follow the outline below.

Duration: 30-days (then the teachers at the school take over for the remediation educators to continue the program for the full school year)

Frequency: 4 days per week for 1 hour after school

Ratio: 1 remediation teacher per grade (K-3) at each school for a total of 40 remediation teachers

Volume: 100 schools targeted per year; 10 per month

Objective: To provide targeted reading remediation for students in grades 1-3 while strengthening the national education system's capacity in data-driven decision-making, resource management, and the implementation of reading, SEL, and UDL best practices.

Module 1: Reading Assessment and Data Collection

- Train teachers in assessing students' reading skills using standardized tools.
- Strengthen MINERD's capacity in collecting and analyzing reading assessment data.
- Introduce the concept of data-driven decision-making for personalized remediation.

Module 2: Personalized Reading Plans

- Develop individualized reading plans based on assessment results.
- Train teachers to create targeted interventions for struggling readers.
- Enhance MINERD's ability to utilize data for resource allocation and intervention planning.

Module 3: Reading Remediation Strategies

- Implement evidence-based reading instruction methods.
- Train teachers in phonics, fluency, comprehension, and vocabulary strategies.
- Establish a comprehensive resource library for teachers.

Module 4: Coordinated Implementation

- Strengthen coordination between central, regional, local, and school levels.
- Develop protocols for effective communication and resource sharing.
- Enhance MINERD's capacity to coordinate reading and SEL initiatives across the system.

Module 5: Implementing Standards and Best Practices

- Train teachers on adopting and implementing reading, SEL, and UDL standards.
- Support MINERD in creating guidelines for aligning reading practices with national standards.

Module 6: Preventing Student Repetition

- Introduce strategies to identify at-risk students and prevent repetition.
- Train teachers to provide targeted support to students falling behind.
- Strengthen MINERD's capacity to implement early interventions and prevent repetition.

Module 7: Early Warning System

- Develop an early warning system for identifying struggling students.
- Train teachers to recognize early signs of reading difficulties.
- Enhance MINERD's ability to track and address student challenges promptly.

Module 8: Monitoring and Evaluation

- Establish mechanisms for ongoing monitoring of remediation progress.
- Train teachers and administrators to use data for continuous improvement.
- Strengthen MINERD's capacity to assess program effectiveness and make informed decisions.

Module 9: Parent Engagement

- Train teachers in engaging parents to support reading at home.
- Develop resources for parents to facilitate reading outside of school.
- Enhance MINERD's capacity to involve parents in students' reading journey.

Module 10: Sustainability and Expansion

- Develop a framework for sustaining and scaling the reading remediation program.
- Provide MINERD with tools for long-term planning and resource management.

Implementation and Rollout:

- Collaborate with MINERD to implement the curriculum in grades 1-3 across schools.
- Conduct teacher training sessions and workshops on each module.
- Monitor progress, gather feedback, and evaluate the impact of the program on reading outcomes and the national education system's capacity.

Elementary School Social Emotional Learning (SEL) Curriculum: Grades 1-3

Objective: To foster the social and emotional development of students in grades 1-3 in the Dominican Republic through a comprehensive SEL curriculum, teacher training, and stakeholder engagement.

Module 1: Introduction to SEL

- Understand the importance of SEL for personal and academic success.
- Identify contextually relevant SEL skills for Dominican Republic learners.
- Explore the partnership between the educational ministry (MINERD) and the program.

Module 2: Self-Awareness and Self-Management

- Recognize and label emotions.
- Practice self-regulation strategies, such as deep breathing and positive self-talk.
- Develop a growth mindset for learning.

Module 3: Social Awareness and Relationship Skills

- Demonstrate empathy and understanding of others' feelings.
- Communicate effectively, active listening, and conflict resolution.
- Work collaboratively and develop healthy relationships.

Module 4: Responsible Decision-Making

- Identify choices and consequences.
- Evaluate pros and cons before making decisions.
- Make ethical and responsible choices in personal and academic contexts.

Module 5: Teacher Training in SEL Integration

- Equip teachers with strategies to embed SEL skills into daily classroom activities.
- Understand the link between SEL and improved academic outcomes.
- Develop a supportive classroom environment for SEL learning.

Module 6: School Counselor Training

- Equip school counselors with tools for SEL assessment and intervention.
- Provide strategies for counseling students on emotional challenges.
- Promote inclusive and safe spaces for student expression.

Module 7: Administrator and Stakeholder Training

- Train administrators in supporting and prioritizing SEL implementation.
- Engage pedagogical coordinators in monitoring and evaluating SEL progress.
- Collaborate with parents and community members to reinforce SEL at home.

Module 8: SEL for School Staff

- Offer interventions for staff well-being, stress management, and emotional resilience.
- Foster a positive school culture that promotes staff cohesion and positive relationships.

Module 9: Support for MINERD's School Normatives of Behavior

- Collaborate with MINERD to align SEL principles with the school behavior norms.
- Develop strategies for integrating SEL into behavioral expectations and student outcomes.

Module 10: Interdisciplinary Collaborations

- Coordinate with other USAID programs to develop educational/training materials for school police training.
- Integrate SEL principles with school safety protocols.

Implementation and Rollout:

- Collaborate with MINERD to roll out the SEL curriculum in grades 1-3 across schools.
- Provide training resources, materials, and ongoing support for teachers, school counselors, and administrators.
- Monitor implementation progress through regular evaluations and feedback mechanisms.
- Evaluate the impact of the program on students' social and emotional skills and overall well-being.

SERVICE CATEGORY by VENDOR

CATEGORY	DESCRIPTION	VENDOR
1	Driver services	Transporte del Cibao CxA
2	Real estate services: residential & commercial	UNACA and Asociacion Dominicana de el Sureste (ADS)
3	Technology supplies	UNACA
4	Classroom Teacher supplies	UNACA
5	Office supplies; General Equipment	UNACA
6	Curriculum materials	UNACA
7	Consultants: Teacher Training	UNACA
8	Consultants: Leadership Training	UNACA
9	Cleaner Services	UNACA AND ADS
10	Internet Services and Connectivity	UNACA
11	Legal Services	NO BID
12	Audit Services	NO BID
13	Security Guard Services	NO BID
14	Project Evaluation Services	UNACA and Editorial Santillana
15	After School Reading Remediation	UNACA
16	Summer School Reading Remediation	UNACA
17	Special Needs	UNACA, Editorial Santillana, and other partners
18	Social Emotional Learning (SEL)After School	UNACA and other partners
	UNACA Alejandro Beltre direccionnacional@unaca.edu.do 829-893-4820 ADS Isaias Plata tesorerianacional@unaca.edu.do 809-576-7392 Transporte del Cibao Felicia Ramirez 809-576-7391 Editorial Santillana Eddy Batista and Carolina Valdez 809-682-1382 https://santillana.com.do/	

PRICE

**Preliminary budget is based on marketplace conditions. The budget attempts to forecast costs to support 100 schools, 100 principals; 500 teachers, 7,000 students, and 7,000 parents yearly.

Airfare and other expenses *en route* to/from the Dominican Republic are not included.

Payment terms are Net 30 for receipt and Net 45 to pay subcontractors or vendor partners. Accounting and billing will be transparent with adherence to USA best practices and standards for financial reporting and compliance.

Budget draft

	Year 1 Annual Budget	5 Year Budget	Multi-year discounts might be available
Personnel and Services for up to 10 travelers			
Driver Services	\$175,110	\$875,550	
Real Estate: Housing	\$425,000	\$2,125,000	
Food Service	\$156,000	\$780,000	
Real Estate: Office	\$175,000	\$875,000	
Internet Personal	\$18,040	\$90,200	
Technology Supplies	\$45,000	\$225,000	
Office Supplies	\$78,000	\$390,000	
Subtotal	\$1,072,150	\$5,360,750	
Office/Education Services			
Classroom Teachers Supplies and Materials	\$158,000	\$790,000	
Office Supplies: (General Equipment)	\$250,000	\$1,250,000	
Curriculum Materials	\$107,000	\$535,000	
Consultants: Teachers Training (500)	\$900,000	\$4,500,000	
Consultants: Leaders Training (100)	\$950,000	\$4,750,000	
Cleaner Services	\$45,000	\$225,000	
Internet Services	\$40,000	\$200,000	
Project Evaluation Services	\$155,000	\$775,000	
Professional Services	\$325,000	\$1,625,000	
<i>After School and Summer Remedial Reading Program</i>	<i>\$100,000</i>	<i>\$500,000</i>	
<i>Special Needs and SEL After School Enrichment Program</i>	<i>\$92,000</i>	<i>\$460,000</i>	
Subtotal	\$3,122,000	\$15,610,00	
TOTAL	\$4,194,150	\$20,970,750	

REFERENCES

REFERENCES #1:

Company Name: Herzing University

Name of Contact Person: Alan C. Rossi, MAED, Gen Ed Program Chair

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Contract period: Spring 2022-present

REFERENCES #2:

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Contract period: 2019-2021

REFERENCES #3:

Company Name: Georgia Southern University

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Contract period: 2014-2018