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Form **990-EZ****Short Form****Return of Organization Exempt From Income Tax**

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

OMB No 1545-1150

**2013****Open to Public Inspection**Department of the Treasury  
Internal Revenue Service

▶ Do not enter Social Security numbers on this form as it may be made public.

▶ Information about Form 990-EZ and its instructions is at [www.irs.gov/form990](http://www.irs.gov/form990).**A** For the 2013 calendar year, or tax year beginning **October**, 2013, and ending **September 30**, 20 **14****B** Check if applicable

- ☐ Address change  
☐ Name change  
☐ Initial return  
☐ Terminated  
☐ Amended return  
☐ Application pending

**C** Name of organization**Yspaniola Incorporated**

Number and street (or P O box, if mail is not delivered to street address)

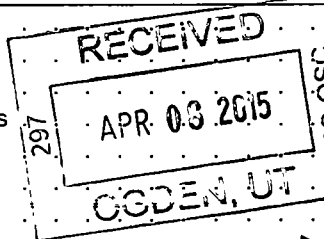
Room/suite

**158 Ridgewood Ave**

City or town, state or province, country, and ZIP or foreign postal code

**North Haven, CT 06473****D** Employer identification number**27-0697706****E** Telephone number**2036231805****F** Group ExemptionNumber ▶ **3108942****G** Accounting Method ☒ Cash ☐ Accrual Other (specify) ▶**I** Website: ▶ **www.yspaniola.org****H** Check ☐ if the organization is not required to attach Schedule B (Form 990, 990-EZ, or 990-PF)**J** Tax-exempt status (check only one) – ☒ 501(c)(3) ☐ 501(c) ( ) ◀ (insert no) ☐ 4947(a)(1) or ☐ 527**K** Form of organization ☒ Corporation ☐ Trust ☐ Association ☐ Other**L** Add lines 5b, 6c, and 7b, to line 9 to determine gross receipts. If gross receipts are \$200,000 or more, or if total assets (Part II, column (B) below) are \$500,000 or more, file Form 990 instead of Form 990-EZ ▶ \$**Part I Revenue, Expenses, and Changes in Net Assets or Fund Balances** (see the instructions for Part I)Check if the organization used Schedule O to respond to any question in this Part I ☒

Revenue	1	Contributions, gifts, grants, and similar amounts received . . . . .	1	93388
	2	Program service revenue including government fees and contracts . . . . .	2	49507
	3	Membership dues and assessments . . . . .	3	0
	4	Investment income . . . . .	4	0
	5a	Gross amount from sale of assets other than inventory . . . . .	5a	0
	b	Less: cost or other basis and sales expenses . . . . .	5b	0
	c	Gain or (loss) from sale of assets other than inventory (Subtract line 5b from line 5a) . . . . .	5c	0
	6	Gaming and fundraising events		
	a	Gross income from gaming (attach Schedule G if greater than \$15,000) . . . . .	6a	0
b	Gross income from fundraising events (not including \$ 2550.31 of contributions from fundraising events reported on line 1) (attach Schedule G if the sum of such gross income and contributions exceeds \$15,000) . . . . .	6b	0	
c	Less: direct expenses from gaming and fundraising events . . . . .	6c	0	
d	Net income or (loss) from gaming and fundraising events (add lines 6a and 6b and subtract line 6c) . . . . .	6d	2550.31	
7a	Gross sales of inventory, less returns and allowances . . . . .	7a	0	
b	Less: cost of goods sold . . . . .	7b	0	
c	Gross profit or (loss) from sales of inventory (Subtract line 7b from line 7a) . . . . .	7c	0	
8	Other revenue (describe in Schedule O) . . . . .	8	0	
9	<b>Total revenue.</b> Add lines 1, 2, 3, 4, 5c, 6d, 7c, and 8 . . . . .	9	145445.25	
Expenses	10	Grants and similar amounts paid (list in Schedule O) . . . . .	10	3,500
	11	Benefits paid to or for members . . . . .	11	0
	12	Salaries, other compensation, and employee benefits . . . . .	12	14432.06
	13	Professional fees and other payments to independent contractors . . . . .	13	0
	14	Occupancy, rent, utilities, and maintenance . . . . .	14	10961.12
	15	Printing, publications, postage, and shipping . . . . .	15	0
	16	Other expenses (describe in Schedule O) . . . . .	16	88169.98
	17	<b>Total expenses.</b> Add lines 10 through 16 . . . . .	17	117063.16
Net Assets	18	Excess or (deficit) for the year (Subtract line 17 from line 9) . . . . .	18	28382.09
	19	Net assets or fund balances at beginning of year (from line 27, column (A)) (must agree with end-of-year figure reported on prior year's return) . . . . .	19	13864.15
	20	Other changes in net assets or fund balances (explain in Schedule O) . . . . .	20	0
	21	<b>Net assets or fund balances at end of year.</b> Combine lines 18 through 20 . . . . .	21	42246.24



For Paperwork Reduction Act Notice, see the separate instructions.

Cat No 106421

Form **990-EZ** (2013)

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SCANNED APR 15 2015

**Part II Balance Sheets** (see the instructions for Part II)Check if the organization used Schedule O to respond to any question in this Part II ☐

	(A) Beginning of year		(B) End of year
<b>22</b> Cash, savings, and investments	13864.15	<b>22</b>	42246.24
<b>23</b> Land and buildings	0	<b>23</b>	0
<b>24</b> Other assets (describe in Schedule O)	0	<b>24</b>	0
<b>25</b> <b>Total assets</b>	13864.15	<b>25</b>	42246.24
<b>26</b> <b>Total liabilities</b> (describe in Schedule O)	0	<b>26</b>	0
<b>27</b> <b>Net assets or fund balances</b> (line 27 of column (B) must agree with line 21)	13864.15	<b>27</b>	42246.24

**Part III Statement of Program Service Accomplishments** (see the instructions for Part III)Check if the organization used Schedule O to respond to any question in this Part III ☒What is the organization's primary exempt purpose? Educational organization, not for profit

Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. In a clear and concise manner, describe the services provided, the number of persons benefited, and other relevant information for each program title.

**Expenses**

(Required for section 501(c)(3) and 501(c)(4) organizations and section 4947(a)(1) trusts, optional for others)

<b>28</b> <u>University Scholarship Program: Provided scholarships to four university students in the Dominican Republic. Scholarships covered full tuition, housing and living costs, transportation, and all other expenses related to attending university.</u> (Grants \$ ) If this amount includes foreign grants, check here <input type="checkbox"/>	<b>28a</b>	<b>15836.65</b>
<b>29</b> <u>Batey Libertad Learning Center: Program provided reading instruction and other supplementary education for approximately 100 primary school students living in Batey Libertad, Dominican Republic. Program costs included teacher salaries, learning center rent, and materials and supplies for students.</u> (Grants \$ ) If this amount includes foreign grants, check here <input type="checkbox"/>	<b>29a</b>	<b>37522.01</b>
<b>30</b> <u>Service-Learning Program: Over 40 university students from the United States and Mexico participated in educational trips to Batey Libertad and other areas of the Dominican Republic to learn about education, nonprofits, Haitian-Dominican relations, and to participate in cultural exchange and service.</u> (Grants \$ ) If this amount includes foreign grants, check here <input type="checkbox"/>	<b>30a</b>	<b>16199.11</b>
<b>31</b> <u>Other program services (describe in Schedule O)</u> (Grants \$ ) If this amount includes foreign grants, check here <input type="checkbox"/>	<b>31a</b>	<b>7094.77</b>
<b>32</b> <b>Total program service expenses</b> (add lines 28a through 31a)	<b>32</b>	<b>76652.</b>

**Part IV List of Officers, Directors, Trustees, and Key Employees** (list each one even if not compensated—see the instructions for Part IV)Check if the organization used Schedule O to respond to any question in this Part IV ☐

(a) Name and title	(b) Average hours per week devoted to position	(c) Reportable compensation (Forms W-2/1099-MISC) (if not paid, enter -0-)	(d) Health benefits, contributions to employee benefit plans, and deferred compensation	(e) Estimated amount of other compensation
Jonathan DiMaio Executive Director	50	1191.76	0	0
Cynthia So Chairperson of the Board	10	0	0	0
Cory Fox Director of Education Programs	60	5,949	442	0
Dana Henderson Local Program Manager	50	5,849.30	442	0
Paul Eligene Local Program Coordinator	20	1442	0	0
Gerald McElroy Board Member, Development Director	5	0	0	0
Luis Vasquez Board Member	2	0	0	0
Stephen Wirth Board Member	5	0	0	0
Anna Pancheshnikov Board Member	1	0	0	0
Julie Gladnick Board Member	2	0	0	0
Sarah Kabay Board Member	1	0	0	0
Rosalinda Garcia Board Member	1	0	0	0

**Part V Other Information** (Note the Schedule A and personal benefit contract statement requirements in the instructions for Part V) Check if the organization used Schedule O to respond to any question in this Part V ☐

	Yes	No
<b>33</b> Did the organization engage in any significant activity not previously reported to the IRS? If "Yes," provide a detailed description of each activity in Schedule O . . . . .	<b>33</b>	✓
<b>34</b> Were any significant changes made to the organizing or governing documents? If "Yes," attach a conformed copy of the amended documents if they reflect a change to the organization's name. Otherwise, explain the change on Schedule O (see instructions) . . . . .	<b>34</b>	✓
<b>35a</b> Did the organization have unrelated business gross income of \$1,000 or more during the year from business activities (such as those reported on lines 2, 6a, and 7a, among others)? . . . . .	<b>35a</b>	✓
<b>b</b> If "Yes," to line 35a, has the organization filed a Form 990-T for the year? If "No," provide an explanation in Schedule O . . . . .	<b>35b</b>	✓
<b>c</b> Was the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization subject to section 6033(e) notice, reporting, and proxy tax requirements during the year? If "Yes," complete Schedule C, Part III . . . . .	<b>35c</b>	✓
<b>36</b> Did the organization undergo a liquidation, dissolution, termination, or significant disposition of net assets during the year? If "Yes," complete applicable parts of Schedule N . . . . .	<b>36</b>	✓
<b>37a</b> Enter amount of political expenditures, direct or indirect, as described in the instructions ► <b>37a</b> . . . . .		
<b>b</b> Did the organization file <b>Form 1120-POL</b> for this year? . . . . .	<b>37b</b>	✓
<b>38a</b> Did the organization borrow from, or make any loans to, any officer, director, trustee, or key employee or were any such loans made in a prior year and still outstanding at the end of the tax year covered by this return? . . . . .	<b>38a</b>	✓
<b>b</b> If "Yes," complete Schedule L, Part II and enter the total amount involved . . . . .	<b>38b</b>	
<b>39</b> Section 501(c)(7) organizations. Enter: . . . . .		
<b>a</b> Initiation fees and capital contributions included on line 9 . . . . .	<b>39a</b>	
<b>b</b> Gross receipts, included on line 9, for public use of club facilities . . . . .	<b>39b</b>	
<b>40a</b> Section 501(c)(3) organizations. Enter amount of tax imposed on the organization during the year under: section 4911 ► . . . . . ; section 4912 ► . . . . . ; section 4955 ► . . . . .		
<b>b</b> Section 501(c)(3) and 501(c)(4) organizations. Did the organization engage in any section 4958 excess benefit transaction during the year, or did it engage in an excess benefit transaction in a prior year that has not been reported on any of its prior Forms 990 or 990-EZ? If "Yes," complete Schedule L, Part I . . . . .	<b>40b</b>	✓
<b>c</b> Section 501(c)(3) and 501(c)(4) organizations. Enter amount of tax imposed on organization managers or disqualified persons during the year under sections 4912, 4955, and 4958 . . . . . ► . . . . .		
<b>d</b> Section 501(c)(3) and 501(c)(4) organizations. Enter amount of tax on line 40c reimbursed by the organization . . . . . ► . . . . .		
<b>e</b> All organizations. At any time during the tax year, was the organization a party to a prohibited tax shelter transaction? If "Yes," complete Form 8886-T . . . . .	<b>40e</b>	✓
<b>41</b> List the states with which a copy of this return is filed ► <u>New York, California</u>		
<b>42a</b> The organization's books are in care of ► <u>Jonathan DiMaio</u> Telephone no. ► . . . . .		
Located at ► <u>158 Ridgewood Ave, North Haven, CT</u> ZIP + 4 ► <u>06473</u>		
<b>b</b> At any time during the calendar year, did the organization have an interest in or a signature or other authority over a financial account in a foreign country (such as a bank account, securities account, or other financial account)? . . . . .	<b>42b</b>	✓
If "Yes," enter the name of the foreign country: ► <u>Dominican Republic</u>		
See the instructions for exceptions and filing requirements for <b>Form TD F 90-22.1, Report of Foreign Bank and Financial Accounts</b> .		
<b>c</b> At any time during the calendar year, did the organization maintain an office outside the U.S.? . . . . .	<b>42c</b>	✓
If "Yes," enter the name of the foreign country: ► <u>Dominican Republic</u>		
<b>43</b> Section 4947(a)(1) nonexempt charitable trusts filing Form 990-EZ in lieu of <b>Form 1041</b> —Check here . . . . . ► <input type="checkbox"/>	<b>43</b>	
	Yes	No
<b>44a</b> Did the organization maintain any donor advised funds during the year? If "Yes," Form 990 must be completed instead of Form 990-EZ . . . . .	<b>44a</b>	✓
<b>b</b> Did the organization operate one or more hospital facilities during the year? If "Yes," Form 990 must be completed instead of Form 990-EZ . . . . .	<b>44b</b>	✓
<b>c</b> Did the organization receive any payments for indoor tanning services during the year? . . . . .	<b>44c</b>	✓
<b>d</b> If "Yes" to line 44c, has the organization filed a Form 720 to report these payments? If "No," provide an explanation in Schedule O . . . . .	<b>44d</b>	✓
<b>45a</b> Did the organization have a controlled entity within the meaning of section 512(b)(13)? . . . . .	<b>45a</b>	✓
<b>45b</b> Did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? If "Yes," Form 990 and Schedule R may need to be completed instead of Form 990-EZ (see instructions) . . . . .	<b>45b</b>	✓

	Yes	No
<b>46</b> Did the organization engage, directly or indirectly, in political campaign activities on behalf of or in opposition to candidates for public office? If "Yes," complete Schedule C, Part I . . . . .	<b>46</b>	<input checked="" type="checkbox"/>

**Part VI Section 501(c)(3) organizations only**

All section 501(c)(3) organizations must answer questions 47–49b and 52, and complete the tables for lines 50 and 51.

Check if the organization used Schedule O to respond to any question in this Part VI ☐

	Yes	No
<b>47</b> Did the organization engage in lobbying activities or have a section 501(h) election in effect during the tax year? If "Yes," complete Schedule C, Part II . . . . .	<b>47</b>	<input checked="" type="checkbox"/>
<b>48</b> Is the organization a school as described in section 170(b)(1)(A)(ii)? If "Yes," complete Schedule E . . . . .	<b>48</b>	<input checked="" type="checkbox"/>
<b>49a</b> Did the organization make any transfers to an exempt non-charitable related organization? . . . . .	<b>49a</b>	<input checked="" type="checkbox"/>
<b>b</b> If "Yes," was the related organization a section 527 organization? . . . . .	<b>49b</b>	<input checked="" type="checkbox"/>

**50** Complete this table for the organization's five highest compensated employees (other than officers, directors, trustees and key employees) who each received more than \$100,000 of compensation from the organization. If there is none, enter "None."

(a) Name and title of each employee	(b) Average hours per week devoted to position	(c) Reportable compensation (Forms W-2/1099-MISC)	(d) Health benefits, contributions to employee benefit plans, and deferred compensation	(e) Estimated amount of other compensation

**f** Total number of other employees paid over \$100,000 . . . . . **None**

**51** Complete this table for the organization's five highest compensated independent contractors who each received more than \$100,000 of compensation from the organization. If there is none, enter "None."

(a) Name and business address of each independent contractor	(b) Type of service	(c) Compensation

**d** Total number of other independent contractors each receiving over \$100,000 . . . . . **None**

**52** Did the organization complete Schedule A? **Note.** All section 501(c)(3) organizations and 4947(a)(1) nonexempt charitable trusts must attach a completed Schedule A . . . . . ☒ **Yes** ☐ **No**

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

<b>Sign Here</b>	Signature of officer		Date		
	Jonathan DiMaio, Executive Director Type or print name and title				
<b>Paid Preparer Use Only</b>	Print/Type preparer's name	Preparer's signature	Date	Check <input type="checkbox"/> if self-employed	PTIN
	Firm's name			Firm's EIN	
	Firm's address			Phone no	
May the IRS discuss this return with the preparer shown above? See instructions . . . . . <input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>					



*In July, Yspaniola held its second annual two-week long Batey Libertad Youth Summer Camp. The camp had:*

- Over 90 children in attendance aged 5-14
- 9 international volunteers from the U.S. and Mexico
- Four activities a day including art, sports, interactive HIV/AIDS education activities, and science
- Over 720 meals provided
- An end of camp celebration
- Training for 32 community members who served as camp counselors, teachers, and assistants

## Supporting *Batey Libertad*

### **The Youth Committee (el Comité)**

Yspaniola works with a youth committee of 8 young adults to help plan and run service-learning trips. The committee also helps with outreach in the community related to the Learning Center, parent and community member inclusion, documentation, and more.

### **Water Project**

In 2010, Yspaniola began supporting Batey Libertad's residents as they mobilized and petitioned the local government for clean water. Staffers attended community gatherings, assisted local leaders to set up meetings with government officials, and helped residents and leaders strategize. In August 2014, after years of lobbying, meetings, construction, and stoppages, Batey Libertad finally received running water, conveyed through a pipeline from the nearby town of Esperanza. Batey Libertad's mobilization for water is a successful example of community-based development, supported by Yspaniola, that demands that the local government fulfill its obligations.

### **Documentation Project Partnerships**

In September 2013, the Dominican Constitutional Tribunal's ruling stripped citizenship from all Dominicans whose family members had come to the

DR after 1929, effectively denationalizing hundreds of thousands of Dominicans of Haitian descent, including many residents of Batey Libertad. After intense international outrage and mobilization by activists within the country and the Dominican diaspora, the Dominican government created a process by which denationalized Dominicans could regain citizenship by applying through the government. The application process is convoluted, confusing, expensive, and designed to exclude any denationalized Dominican without the means to legal representation or the ability to pay for the process.

In the summer and fall, Yspaniola collaborated with two local human rights organizations, CEFASA (a Jesuit organization) and MOSCHTA (a Dominican-Haitian workers organization), to help thirty-four Batey Libertad residents who had been denationalized apply to regain their citizenship. Yspaniola assumed some of the costs associated with the process to promote access to education and civil rights for community members. In Valverde-Mao, the province where we work, there are thousands of people who do not have access to resources or organizations to help with documentation, and face the threat of deportation from the country where they were born.

## 2013-2014 Fiscal Year

Yspaniola's fiscal year begins on October 1st and ends on September 30th. Our Federal ID Number is 27-0697706.

**Total Revenue = \$144,117**

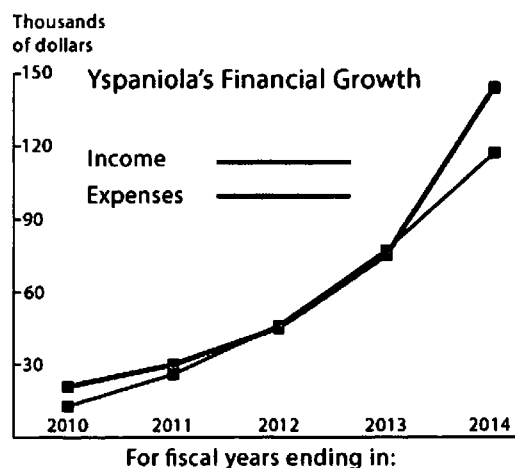
Foundation grants designated for 2014 - 2015 expenses (\$30,000; 21% of total revenue)

Personal and individual contributions (\$55,803; 39%)

Corporate contributions (\$7,585; 5%)

Event and other revenue (\$1,222; 1%)

Revenue generated from Service-Learning Trips and Internship Program (\$49,507; 34%)



**Total Expenses = \$117,063**

The University Scholarship Program: (\$15,836; 13.5% of total budget); Major costs for the program, which provides full scholarships and support to students from Batey Libertad, are tuition, registration, books, room and board, and living and transportation stipends.

The Batey Libertad Learning Center: (\$37,522; 32%); Primary costs were infrastructure improvements to the Center building, book and resource purchases, rent, teacher and education director salaries, and printing and copying for lesson plans and curriculum development.

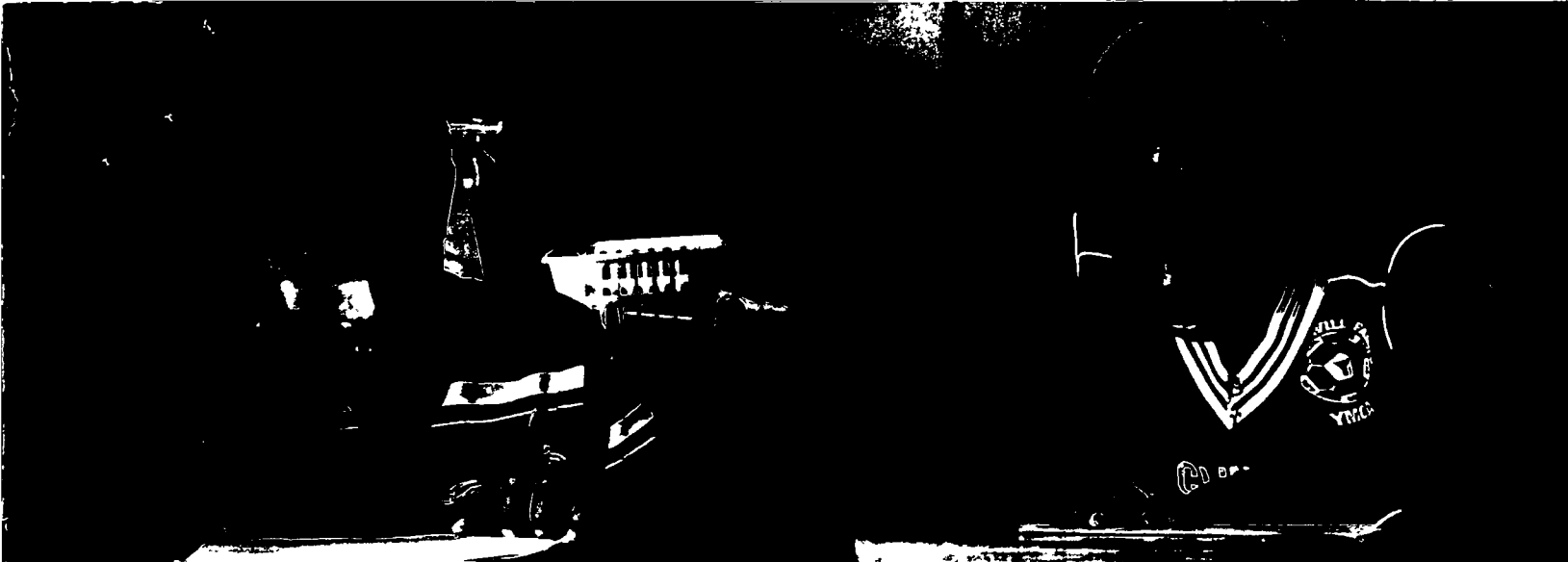
Operational Costs: (\$27,351; 23%) These costs are directly related to supporting our programs and include staff transportation, renting and furnishing an office, housing for international staff and teachers, utilities (phone, internet, electricity, water), and program manager salaries.

Media and Fundraising: (\$5,676; 5%); Yspaniola received a \$5,000 corporate donation to directly support a fundraising event. Other costs include printed material and hosting an outreach event in Santiago.

As part of the our Summer Backpack Collections Project, Yspaniola contributed \$3,500 (3%) specifically donated for purchasing resources to the George A. Brugal School in Puerto Plata, our partner in the backpack drive.

Administrative costs (\$3,421; 3%) were insurance coverage and banking fees.

Service-Learning Trips and the Internship Program: (\$23,757; 20 %); These revenue generating programs directly support our educational programs.



# YSPANIOLA

2013-2014 ANNUAL REPORT

Quality Education in the Dominican Republic







## Letter from the *Executive Director*

Dear Friends and Supporters of Yspaniola,

Thank you for your support and generosity this past year! Yspaniola has been growing quickly, and I am proud to report on our programs and our successes this year.

In our Learning Center, we have strengthened structure and solidified curriculum. Currently, more than 100 students ages 4 to 14 study Spanish literacy, focusing on phonics and reading strategies. We assess our students with regular phonics and reading assessments, and in June we carried out our yearly administration of the Early Grade Reading Assessment. A behavior management system built on positive incentives and respect encourages good behavior.

Key to our success is our support within Batey Libertad. We have one teacher from the community, Ronny Charle, and five local high schoolers who work as Learning Center assistants. In our Summer Camp, local youth work alongside international volunteers to run activities for the children in the community, and our Youth Committee helps with outreach in the community throughout the year.

We are also proud to report that in March of 2014, our University Scholarship Program had its first graduate, and we are preparing for a new scholar to enter the program in 2015. With support from Princeton in Latin America, an organization that places highly qualified recent college graduates in yearlong fellowships with organizations working in

Latin America, we are able to provide more extracurricular tutoring to our scholars, and better support them with schoolwork as well.

Additionally, this past summer and fall, we collaborated with two local human rights organizations, CEFASA (a Jesuit organization) and MOSCHTA (a Dominican-Haitian workers organization), to help thirty-four Batey Libertad residents who had been denationalized by last year's Constitutional Tribunal's ruling apply to regain their citizenship through Law 169-14. This work promotes basic human rights and access to education while contributing to a growing coalition of thoughtful citizens and organizations who advocate for ongoing social change in the Dominican Republic.

As the new year begins, Yspaniola will continue to strengthen its educational programs by building teacher and staff capacity while working with Dominican organizations to support Batey Libertad's residents. We also will build programs to include more Dominicans in our work as volunteers and staff members because we believe that batey communities and Dominican and Haitian advocates must work together to effect change.

Thank you again for supporting our work, and please do not hesitate to contact us with comments, questions, or ideas.

Sincerely,

Jonathan DiMaio  
Executive Director

## *Context*

### Education in the Dominican Republic and Bateys

The Dominican Republic's education system ranks 137 out of 144 countries in overall education quality because the public school system is perpetually underfunded, with only 4.5% of the nation's education budget invested directly into improvements. As such, only 18% of youth finish high school on time.

Bateys, which began as plantation towns for sugarcane workers in the first half of the 20th century, are rural communities with limited access to economic and educational opportunities: while 51% of youth attend secondary school nation-wide, the attendance rate is 21% in bateys.\* Bateys are some of the most impoverished communities in the Dominican Republic.

### Batey Libertad

Yspaniola works in Batey Libertad, located in the Cibao Valley of the Dominican Republic. Batey Libertad has a population of about 1,000 Haitians and Dominicans of both Haitian and non-Haitian descent. Residents have limited access to clean water, electricity, sanitation, medical care, documentation, and stable sources of income.

## *Our Vision*

### Quality Education, Community Action

Yspaniola's short-term goal is to create vertical access to quality education in Batey Libertad, from pre-K classes to university scholarships. Our long-term goal is to replicate these programs in other bateys and marginalized communities across the Dominican Republic. We aim to create a network of communities with access to quality education and social and economic capital, so that individuals can advocate and act on their own behalf to petition their government for change. At the same time, we will continue to work through service-learning trips for students from the United States and Mexico and volunteer programs for Dominicans to strengthen the Dominican and international coalition that supports civil and human rights for these communities.

\* All data from a 2012 UNICEF report on the Dominican Republic



Batey Libertad and the Septentrional mountains



Daniel Joseph, a community assistant, works with Class 1



Community assistant María González works with Kali

## The Learning Center *Year in Review* In the 2013-2014 school year, the Learning Center had:

- Two full-time teaching staff and three part-time teaching staff
- Four part-time Community Assistants from the Batey
- 90 children attending classes
- 5 classes a day, 3 days a week
- Over 400 hours of hands-on classroom time
- Phonics and vocabulary games
- Focus on Spanish literacy, reading comprehension, emotional intelligence, critical thinking, problem solving, and healthy child development

**"Yspaniola is helping children in the community – kids who are finishing high school and are going to college, and kids who don't know how to read."**

*Rosalinda Yemo, 17, member of the Youth Committee*



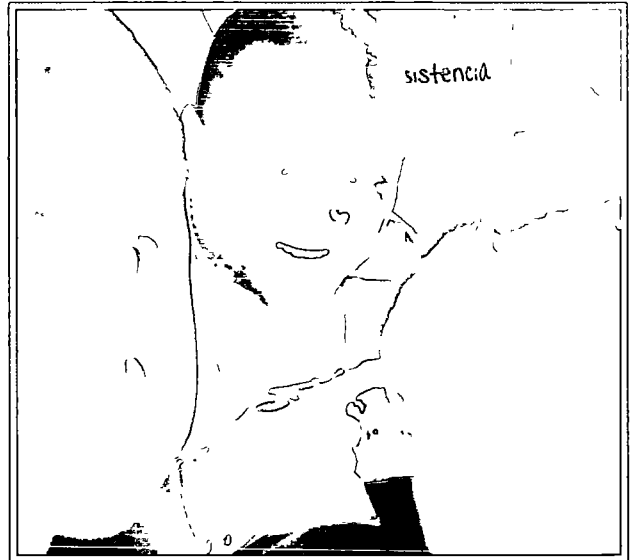
## *Student Profile:*

### **Martín Joseph, 12**

When Martín first came to the Learning Center in the fall of 2013, he was reading at a pre-kindergarten level, even though he was in the fifth grade. Once Martín entered the Learning Center, he became a dedicated and enthusiastic learner: he has regularly attended class and has had two years of reading growth since last September. In other words, Martín spent four years in public school and did not learn how to read, but after spending seven months in our Center, with one hour a day, three days a week, he became literate. This might sound surprising, but it isn't: Martín is a smart and clever child, who, with proper support and good teaching, has exceeded and will continue to exceed expectations.

*Oriana Hyacinth, 11, student in Class 6*

## Teacher Profile:



"Every day in the Center makes me happy and motivates me because I see the kids' reading capacity and comprehension improve."

Yspaniola conducts regular phonics and reading assessments to track student progress and tailor lessons and curricula to meet student needs. Every June, our teachers, interns, and community assistants carry out the internationally recognized Early Grade Reading Assessment, which gives us a better understanding of our students' reading readiness and progress.

The Batey Libertad Learning Center

## Service-Learning *Trips*

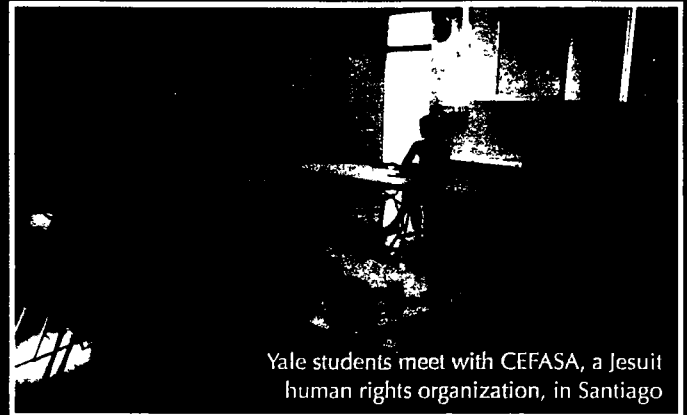
This year, Yspaniola hosted 38 students from six universities through our Service-Learning Program. Students participated in over 60 hours of service in Batey Libertad, developing phonics resources, reading with students, and building benches and tables for the Learning Center. The groups also visited human rights organizations, participated in a cultural exchange with the community through homestays, and engaged with Yspaniola's local Youth Committee and staff through facilitated discussions.

*"It is amazing how much a person can grow in nine days. The trip put so many of my past experiences in perspective as well as gave me a clearer sense of my place and purpose in the world. It brought education, globalization, health, and more to the forefront."*

*-Victoria Adewale, Brown University*

*"Learning about social issues facing individuals of Haitian descent in the Dominican Republic before volunteering within Batey Libertad made us both more perceptive but also more sensitive to what was taking place around us."*

*- Adam Willems, Yale University*



Yale students meet with CEFASA, a Jesuit human rights organization, in Santiago

University of Virginia students tour the rice fields outside Batey Libertad



Julio Louis at his graduation with his mother, sister, and brother-in-law

## University Scholarship *Program*

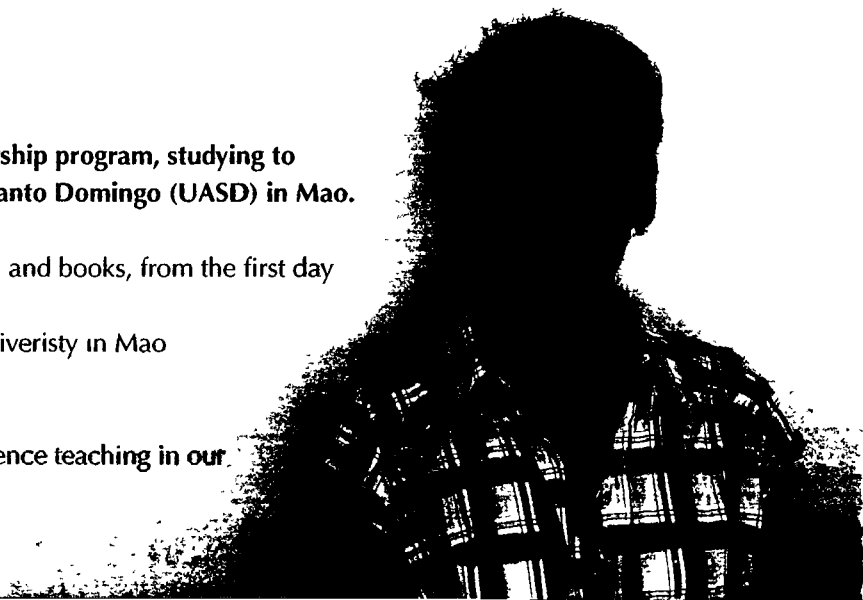
Yspaniola continues to provide full university scholarships, extra-curricular tutoring and professional development training to deserving students from Batey Libertad. In March 2014, the University Scholarship Program celebrated its first graduate, Julio Louis, who received a degree in tourism from the Technological Institute of Santiago (UTESA).

## *Spotlight on* Dariana Liranzo

**I**n January 2015, Dariana Liranzo will join the scholarship program, studying to become a teacher at the Autonomous University of Santo Domingo (UASD) in Mao.

*Dariana's full scholarship includes:*

- All university costs, including classes, registration, and books, from the first day until graduation
- Transportation costs from Batey Libertad to the university in Mao
- A food stipend for her and her family
- Co-curricular and extracurricular writing tutoring
- Internships with Yspaniola to get hands-on experience teaching in our Learning Center



# Looking *Forward*

## The Learning Center

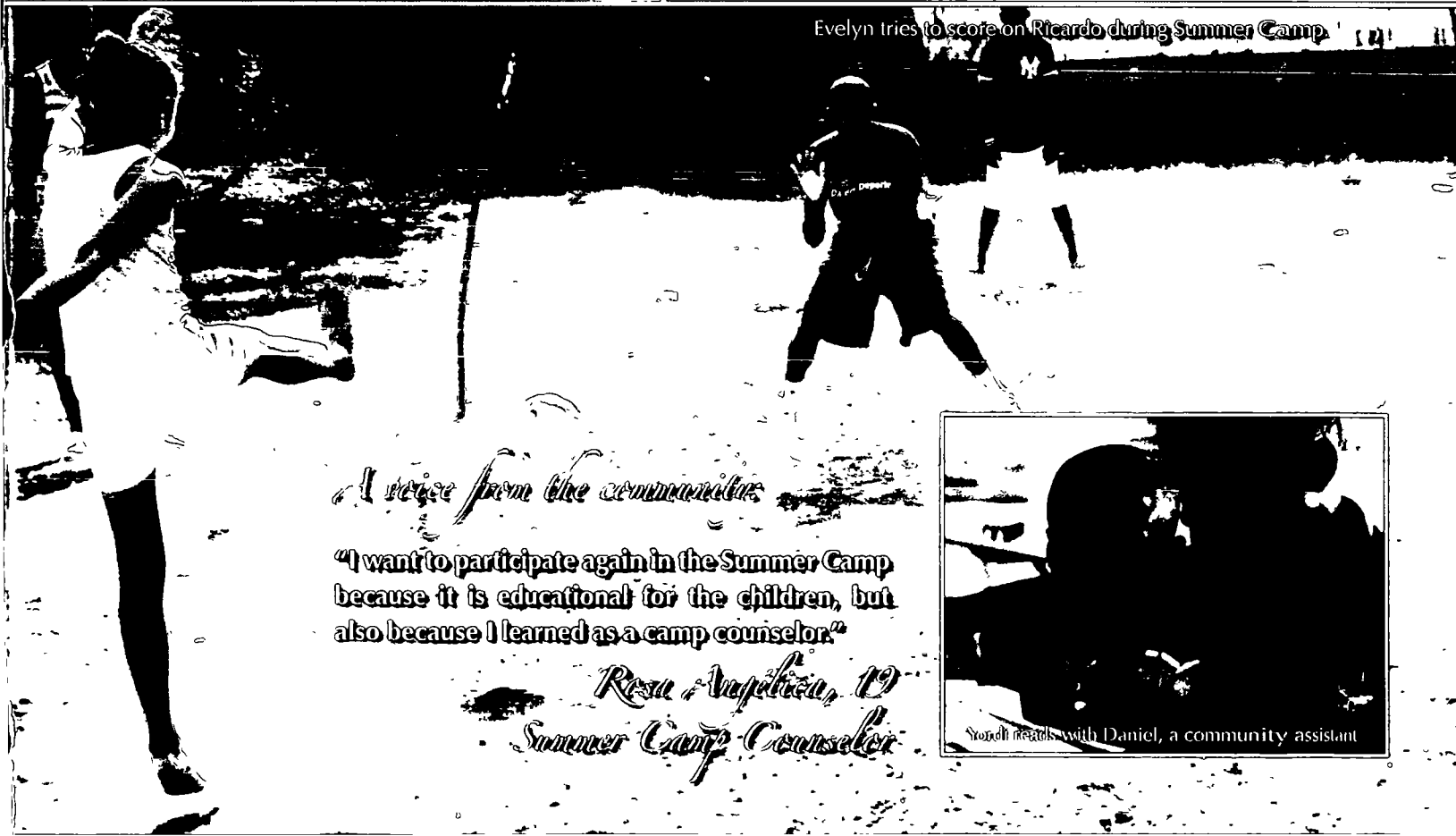
In the 2014 – 2015 school year, Yspaniola will have more teachers and offer an additional class in the Learning Center. In August, we welcomed our new Director of Community Education Programs, Sabrina Grille, as well as three Princeton in Latin America Fellows who teach and help with program operations and media. We will hire a second teacher from the Batey Libertad area and two more Princeton in Latin America Fellows will join our team in January 2015. With these new teachers and support staff, the Learning Center has introduced a sixth class. Designed for eighth graders and other advanced students, Class 6 is a reading club, which focuses on developing students' reading comprehension and analysis skills. With the addition of Class 6, we hope students will be better prepared for high school and higher education.

## Civil Society Involvement

Yspaniola is proud of its collaboration with MOSCHTA and CEFASA to help Batey Libertad residents who were denationalized regain their citizenship, and we will continue supporting this process in the year to come. We also will design volunteer mentorship programs to include more Dominicans from nearby towns and cities in our work.



Community assistants Maria and Daniel teach in Class 6



Evelyn tries to score on Ricardo during Summer Camp.

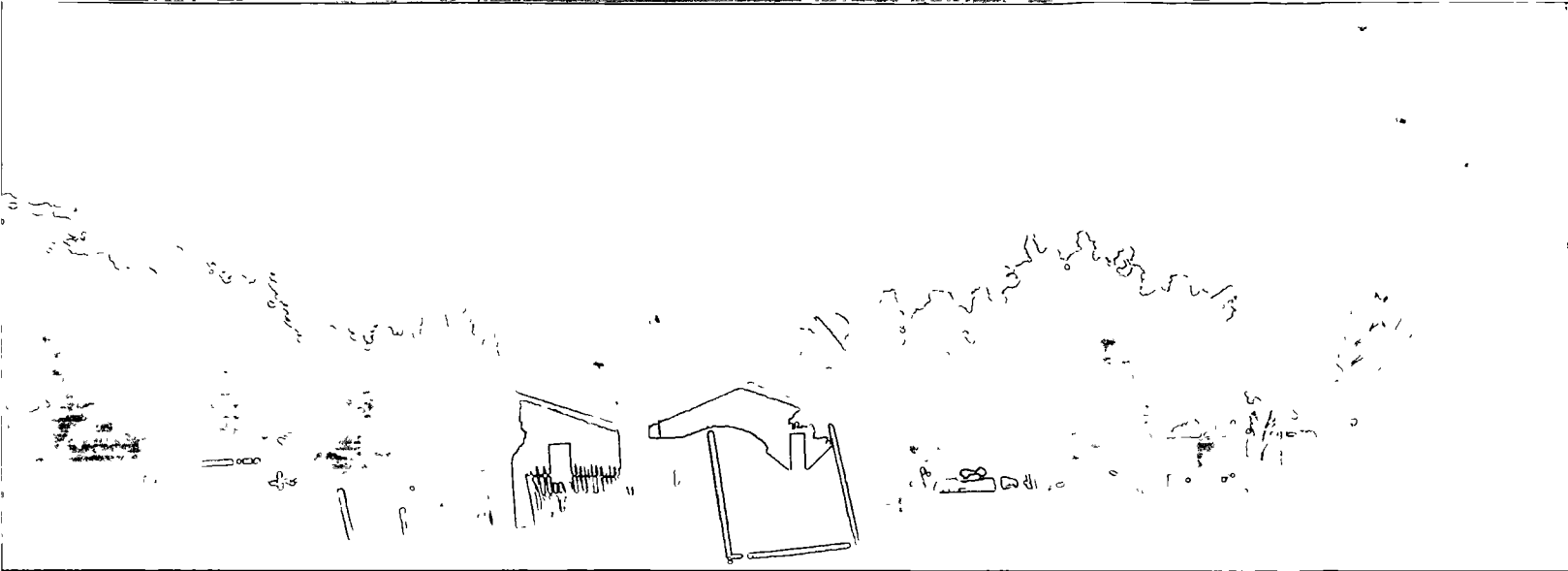
*"I rise from the community"*

"I want to participate again in the Summer Camp because it is educational for the children, but also because I learned as a camp counselor."

*Resa Napélica, 19*  
*Summer Camp Counselor*



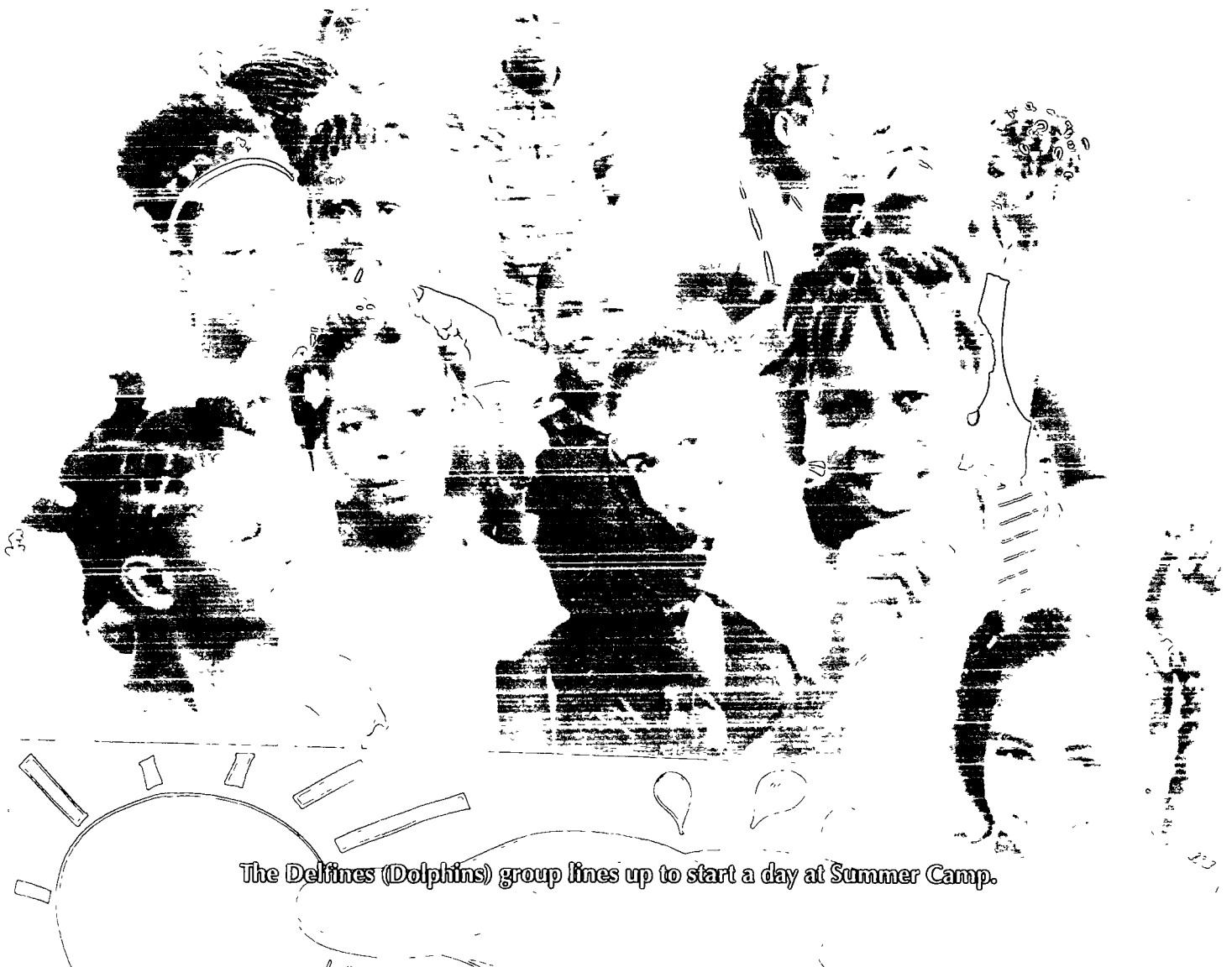
Resa talks with Daniel, a community assistant



## Contact us:

At Yspaniola, we are always looking for ways to get people involved. If you are interested in learning more or have questions or suggestions please let us know. We look forward to hearing from you!

[info@yspaniola.org](mailto:info@yspaniola.org)  
[facebook.com/yspaniola](https://facebook.com/yspaniola)  
[twitter.com/yspaniola](https://twitter.com/yspaniola)



The Delfines (Dolphins) group lines up to start a day at Summer Camp.