Global Grant Record - GG1531565

Grant Title - Guatemala Literacy Project - Chimaltenango, Quetzaltenango, Sacatepéquez (VII)

Status - Approved

District Number 4250 (Qualified)

OBJECTIVES

WELCOME TO THE GLOBAL GRANT APPLICATION

Your application has been assigned the reference number GG1531565 , which you can use for tracking and when communicating with The Rotary Foundation or colleagues.

PLANNED ACTIVITIES

In a few short sentences, tell us your objectives for this global grant.

This Global Grant project has three distinct and complementary components that strengthen both traditional and technological literacy in the communities we've targeted: (1) Primary school reading programs provide storybooks and training to teachers; (2) Textbook projects improve literacy at the middle-school level; and (3) Computer centers prepare middle-school students to enter the workforce.

The projects described in this grant are part of the Guatemala Literacy Project (GLP), a 19-year partnership between individual Rotary Clubs and Districts and the nonprofit organization, Cooperative for Education (CoEd). (Learn more about the GLP in the "Cooperating Organization" section of this application.) The projects to be established under this Global Grant utilize the same proven approaches as previous projects that provided similar resources, but benefit different people in different geographical areas. Significant efforts are made to tailor each project to the specific needs of the individual communities served by this Global Grant. This grant will pay for the materials needed to implement these programs—books, computers, school supplies, and other educational resources—as well as essential training to enable teachers to utilize the materials effectively.

Who will benefit from this global grant? Provide the estimated number of direct beneficiaries.

Primary school reading programs will benefit 157 teachers and approximately 4,100 students in 40 schools.

Textbooks will benefit approximately 55 teachers and 917 students in 11 schools.

The computer centers will benefit approximately 378 students in two schools.

All of these schools and students are located in Guatemala's Western and Central Highlands—the most illiterate part of the country. A projected list of schools showing approximate school sizes is provided later in this application.

Which of the following activities will this global grant fund?

Humanitarian project

Humanitarian Project

Where will your project take place?

Community: Computer Programs: Colegio Eben Ezer Poaquil (120 students) and Las Ciénagas (258 students); Textbook Programs: El Triunfo (53 students), Xequispel (87 students), Zunil (222 students), NUFED Almolonga (62 students), NUFED La Esperanza (55 students), NUFED San Antonio Pajoc (60 students), ICI (48 students), Rancho de Teja (116 students), IBCE San Antonio Sija (120 students), Terra Maya Emanuel (54 students), and NUFED Semetabaj (40 students); and Primary Reading Programs in 10 schools in the Patzun Cluster (26 teachers and 638 students), 11 schools in the Chimaltenango Cluster (62 teachers and 1,544 students), 9 schools in the Sumpango/Xenacoj Cluster (24 teachers and 698 students), 2 schools in the Patzicía/Chimazat Cluster (14 teachers and 385 students), and 8 schools in the Northwest Chimaltenango Cluster (31 teachers and 835 students).

City or Village: Chimaltenango, El Quiché, Quetzaltenango, Sacatepéquez, Sololá, and Totonicapán

Country: Guatemala

When do you anticipate your project will take place?

From: 2016-07-01 **Until:** 2018-03-01

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Outline your project implementation schedule.

No.	Activity	Duration
1	Rotarians and the cooperating organization, CoEd, assess community needs in the Guatemalan departments to be served by the projects and select preliminary candidates to receive the programs. (Pre-project groundwork.)	June, 2015 (1 month)
2	With the help of local residents, the schools selected to receive computer centers make needed modifications and improvements to the classrooms that will house the centers. (This process may happen sooner if funds are available.)	August, 2016 (1 month)
3	Rotarians and CoEd purchase computer equipment in Guatemala from a local retailer that sets up the computers in the centers. Computer teachers are selected from the local communities. (This process may happen sooner if funds are available.)	September – November, 2016 (3 months)
4	Rotarians and CoEd purchase textbooks in Guatemala. (This process may happen sooner if funds are available.)	Late November, 2016 (1 week)
5	With oversight from the Valle de Guatemala Rotarians, CoEd staff sort, package, and warehouse the textbooks. The newly selected computer teachers receive training in the standard computer center curriculum.	November 2016 – January 2017 (3 months)
6	Schools participating in the primary reading program receive training materials (picture books, markers, construction paper, etc.) Classes begin.	January, 2017 (1 month)
7	CoEd's training staff deliver 18 training sessions to the teachers participating in the primary school reading program, with some assistance from Rotary volunteers.	January – August, 2017 (8 months)
8	Rotarians from Glenview Sunrise and other international clubs travel to Guatemala to assist Valle de Guatemala Rotarians and CoEd staff in delivering materials to the schools and inaugurating the projects. Teachers and students at the textbook schools receive training in the effective use and care of books.	February – March, 2017 (2 months)
9	CoEd staff monitor and fine-tune primary-school teachers' performance in the classroom and evaluate their success at using the early literacy methodology they've learned, with oversight from Rotary volunteers.	February – December, 2017 (11 months)
10	Contract evaluators from Del Valle University administer standardized reading assessments to 1st- and 2nd- grade students at a sample of schools in the primary reading program and compare them to baseline results from the same schools collected in September 2016.	September, 2017-February, 2018
11	CoEd staff return to the computer centers & textbook program schools periodically to perform additional training, provide technical support, and assess program performance.	March, 2017 – Future Years (ongoing)

SUSTAINABILITY

What community needs will your project address and how were these needs identified? Provide any relevant data or survey results

After many years of working within the communities of Chimaltenango, El Quiché, Quetzaltenango, Sacatepéquez, Sololá, and Totonicapán—including an extensive community needs assessment conducted during the nine months prior to submitting this application—we have become familiar with the needs in these regions and determined that they were the appropriate

communities to receive these projects. Like the rest of Guatemala's Western and Central Highlands, these departments exhibit one of the most extreme combinations of systemic poverty, illiteracy, and inequality in the hemisphere. The indigenous populations that inhabit these regions suffer from malnutrition, poor health, racism, high rates of illiteracy, and low levels of educational attainment. As many as half of the area's inhabitants cannot read or write (1); average school attainment is just 2.7 years among indigenous Guatemalans (2); two-thirds live in poverty (3), and almost a fourth live in extreme poverty, earning less than $2 a day (4). As many as 100% of students in some communities have never used a computer (5). Together, these factors virtually guarantee that the next generation will be no better off than the last.

Three primary factors lead to low literacy:

Ineffective teaching methods: Most of the instruction in primary schools involves rote memorization and copying from the blackboard. Students learn to recognize words, never developing comprehension or independent reading skills. Since literacy is the foundation for all later learning and a prerequisite for escaping poverty, there is a great need to improve the quality of literacy instruction at the primary grade levels (grades 1-6).

Lack of books: Another significant contributing factor to the high rates of illiteracy in Chimaltenango, El Quiché, Quetzaltenango, Sacatepéquez, Sololá, and Totonicapán—40% among indigenous Guatemalans (6)—is the lack of textbooks in the region's secondary schools (grades 7-9). Approximately 90% of these schools have no books (7). Teachers have little choice but to instruct using "chalk and talk" dictation. Students pass through these critical years of schooling without advancing their basic literacy skills.

Lack of computers: In Chimaltenango, El Quiché, Quetzaltenango, Sacatepéquez, Sololá, and Totonicapán, technological literacy is also critical for escaping poverty; approximately 60% of entry-level jobs in Guatemala now require computer skills (8). The problem is that the majority of schools in this area have no computers and therefore no way to prepare their graduates for these jobs. Young people leaving school are condemned to a life of subsistence farming or illegal migration, and the cycle of poverty continues.

Our needs assessments included "town meeting" sessions with candidates for these programs, where students, school administrators, and parents expressed their needs and considered whether the programs would be a good fit. During these sessions, the parents and teachers expressed a desire for improved education in their schools, as they understood that education is the path out of poverty for their children. The community needs assessments were conducted by CoEd, with assistance from Rotary volunteers, both of whom will continue to work closely with the selected communities during every step of the process. If any communities are unable to fulfill their obligations to participate in the programs, we will select another school that is ready to meet all of the program's requirements to take their place. For this reason, there may be some changes in the names of schools served from the initial application to the final report.

Citations:
(1) Guatemalans living in extreme poverty suffer a 53% rate of illiteracy: UNDP Human Development Report Guatemala 2009-10, pg. 174.
(2) PREAL/CIEN (2008), "Educación: un desafío de urgencia nacional/Education: an urgent challenge to the nation."
(3) World Bank (2009), Guatemala Poverty Assessment "Good Performance at Low Levels", Report No. 43920-GT, pg. 13.
(4) Ibid.
(5) CoEd survey of new schools receiving computer centers under a past Rotary Grant, 2015.
(6) UNDP Human Development Report Guatemala 2009-10, pg. 174.
(7) CoEd capacity building initiative, based on the organization's experience in meeting with schools to invite them to participate in the textbook program.
(8) CoEd survey of Guatemalan newspaper ads, 2008.

Detail how your project will address these community needs.

(1) Primary school reading programs train teachers in reading instruction and deliver between 30 and 100 children's books (per teacher) for reading in the classroom every day (the number of books varies by grade level and number of students in the classroom). The books chosen acknowledge that some children enter school speaking only their indigenous language. For this reason, most 1st- and 2nd-grade books are primarily pictures with easy "starter" Spanish text. The provision of these materials is matched with an intensive teacher training program based on the Concentrated Language Encounter (CLE) methodology,

recommended by the former RI Literacy Resource Group. Better-trained teachers transform their students into better readers, critical thinkers, and lifelong learners.

(2) Textbook projects increase literacy for middle-school students in rural Guatemala by giving them access to high-quality textbooks in subjects like math, science, Spanish language, and social studies. Books are provided on the condition that each school rents them to their students for a small fee ($1.50/month). These fees enter a sustainability fund (managed by CoEd and overseen by local Rotarians), which is used to replace books once they wear out. Teachers in the program, as well as other interested teachers in the community, are trained to integrate textbooks into their daily teaching.

(3) Computer centers provide young people with 60-90 minutes a week of hands-on instruction, covering 100 lessons over a 3-year period. The certified computer teachers will train students in the use of standard business software (Microsoft Windows, Word, Outlook, Excel, Access, PowerPoint, web navigation, basic programming, etc.) giving them the marketable skills needed to obtain higher-wage jobs.

This grant will fund materials, equipment, and training (which enables teachers to make best use of the materials provided). This training will be provided by CoEd staff, with some assistance from Rotary volunteers. (Additional details about the training aspect of the projects are included under the "training" question of this application.)

How were members of the local community involved in planning the project? Does your project align with any current or ongoing local initiatives?

The local communities are involved in every step of the process. In each prospective community, the local representative of the Guatemalan Ministry of Education is consulted to identify the appropriate schools to receive the programs. Once candidate schools are identified, the parents and teachers attend the "town meeting" sessions described in the answer to the community needs assessment question above to confirm their desire to participate and, if applicable, pay the fees into their "revolving fund" to make the project sustainable (see more detail about this aspect in the 'Financing' section of this application). During the grant period, the communities that receive computer centers will be responsible for renovating the spaces that will house the centers, including providing security, increasing ventilation and air flow, installing lighting, and ensuring reliable electrical power. The computer center teachers will be hired from within the community or as close to the community as possible.

Our program will leverage ongoing efforts by the Ministry of Education to promote literacy in these communities. For example, training provided by our project will enable primary schoolteachers to make best possible use of the storybooks delivered through the Ministry's "Leamos Juntos"—Let's Read Together—program.

Describe any training, community outreach, or educational programs, if applicable, and who will conduct them. How will recipients be selected?

Valle de Guatemala Rotarians will work in conjunction with CoEd to select communities to receive the educational programs detailed throughout this application. In all, 157 primary-school teachers at 40 schools will receive training in early literacy instruction from CoEd trainers, with some assistance by Rotary volunteers (in conjunction with the materials provided). Each teacher participates in 30 total hours of group training in best practices for literacy instruction, divided into three two-day training sessions conducted in approximately January, April, and July of the year. Curriculum content is adapted from the Rotary-endorsed Concentrated Language Encounter (CLE) methodology, developed by literacy experts and used throughout the developing world for more than 30 years. Between group trainings, each teacher in the program receives individual, in-class coaching sessions (conducted by CoEd staff). During these sessions, teachers learn to take the strategies from the seminars and put them into practice with their own students. These coaching sessions are the core of the project. Past replications of this training program have yielded 10-20% gains in reading comprehension in student test scores (compared with control groups).

Textbooks will be delivered to 11 schools, with approximately 55 teachers at these schools, as well as other interested teachers in the community, receiving corresponding training by CoEd staff over the course of three 8-hour sessions per year. This training is modeled after the primary reading program, but targets older kids (grades 7-9). These teachers learn to effectively use textbooks to create a student-centered classroom, while implementing Guatemala's national middle school curriculum and building students' literacy and critical thinking skills.

Two schools will receive computer centers, with two teachers selected by CoEd with oversight from Valle de Guatemala

Rotarians. The teachers will receive training in the use, management, and maintenance of the technology in collaboration with instructors from Educational Technology Consulting Iberoamérica (who provides the Internet and Computing Core Certification (IC3-GS4) curriculum) and CoEd. They will also receive ongoing training every two to six months (depending on each school's individual needs) from CoEd staff to ensure that the level of education the students receive is on par with international standards. Specifically, the teachers are trained to provide a curriculum in which students learn to use technology in both formal workplaces and agricultural settings. The teachers also learn strategies for engaging students in the material and adapting the curriculum's activities to the level and interests of their students. School principals at the textbook and computer schools will also receive training in how to collect student fees each year and deposit them into the revolving fund that their school will use to replace project materials as they wear out or become obsolete.

Areas of Focus

Basic education and literacy

Which goals will your activity support?

Involving the community to support programs that strengthen the capacity of communities to provide basic education and literacy to all

How will you meet these goals?

The projects described in this grant are part of the Guatemala Literacy Project (GLP), a 19-year partnership between individual Rotary Clubs and Districts and the nonprofit organization, Cooperative for Education (CoEd). (See the GLP website at www.guatemalaliteracy.org.) The project delivers high-quality learning materials, such as storybooks, textbooks, and computers, to under-resourced schools in impoverished communities. The project design leverages best practices (many developed and supported by RI) for advancing bilingual literacy in areas where some children enter school with little exposure to the official language (Spanish, in this case). The project also trains teachers and empowers local leaders to use, manage, and maintain their educational materials and resources. Independent studies show that these types of projects have a positive, measurable impact on the quality of education and level of literacy in the rural communities they serve.

In particular, past research clearly demonstrates the value of providing computer skills and textbooks to youths in rural areas as part of their preparation for the workforce. In 2014, a phone survey was conducted involving 104 graduates of computer centers and textbook programs established by previous Rotary grants. The survey participants had graduated from 22 different secondary schools (grades 7-9) between 2003 and 2014. 75% had never used a computer before the GLP established a computer center at their school.

The study found that 85% of computer center graduates are either working or pursuing further education. Almost half of those working could not have gotten their job without the technology skills learned in the GLP's center. Of those who chose to pursue further education, 59% say their experience in the computer center influenced their career choice, and 92% say they use their technology skills in their studies. Approximately 9 out of 10 graduates say that receiving the computer courses had a positive impact on their lives. Of the textbook program graduates surveyed, 90% say that having GLP textbooks in middle school has had a positive impact on their lives, with 87% saying that they use the skills developed with the textbooks in their daily lives.

How will you measure your impact?

No.	Measure	Measurement Method	Measurement Schedule	Target
1	Other Total number of direct beneficiaries: CoEd will collect numbers of enrolled students from project schools and maintain ongoing records of training participants from November 2016 to October 2017. In all, the project will provide reading education training and materials to 157 primary school teachers	Direct		

	(benefiting 4,100 primary students), provide textbooks to 917 secondary school students and corresponding training to 55 teachers (as well as other interested teachers in the community); provide computer education to 378 secondary school students and corresponding training to 2 teachers (for a total of at least 5,609 direct beneficiaries).	observation	Every six months	2500+
2	Number of benefiting school-age children	Public records	Every year	2500+
3	Number of institutions participating in program	Grant records and reports	Every year	50-99
4	Other Children participating in our primary school literacy projects will become competent and enthusiastic readers, as measured by standardized reading assessments administered by contract evaluators from Del Valle University. 1st- and 2nd-grade students in the early literacy program are expected to score significantly higher than students in the same schools scored before receiving the program.	Testing	Every year	1-19
5	Other Teachers receiving training through our primary school literacy program will adhere to agreed-upon standards for teaching reading. This will be measured by CoEd staff, who will track training rosters and complete observations to ensure that the methodology is employed in the classroom. 90% of primary-school teachers who begin the first year of training are expected to complete the course and all its requirements.	Direct observation	Every two months	100-499
6	Other Teachers receiving textbooks will participate in the corresponding training. CoEd staff will track training rosters to ensure that at least 80% of teachers are attending the training sessions.	Direct observation	Every six months	50-99
7	Other Computer center students achieve a basic level of computer competency in Windows, Office, and Email/Internet, based on the abilities that a student should have at each grade level according to the curriculum managed by CoEd. We expect 80% of students to achieve competency, as measured by passing the unit tests.	Direct observation	Every year	50-99
8	Other The computer center teachers will achieve competency with the technology by the end of their first year in the program. CoEd			

staff administer the Microsoft Digital Literacy Exam during the hiring process or initial training. The computer teachers must pass the Digital Literacy Exam by the end of their first year of teaching in the computer centers.	Testing	Every year	1-19	

Who will be responsible for collecting information for monitoring and evaluation?

CoEd staff will collect monitoring and evaluation information, as well as obtain enrollment and training records. Project results will be shared with Valle de Guatemala Rotarians for their review.

For the primary school reading programs, CoEd will test students to evaluate their progress in Spanish literacy. (Testing will typically occur in September, utilizing a model to collect baseline and comparable post-intervention data.) Students are expected to score at least 10% higher than students at the same school scored before receiving the program. Also, CoEd staff track training rosters and complete classroom observations to ensure that at least 90% of the primary-school teachers in their first year of training complete all program requirements.

For the textbook projects, CoEd will track teacher participation in the training component using attendance rosters from the training sessions. At least 80% of teachers are expected to attend the training sessions.

For the computer project, CoEd will assess whether students achieve a basic level of computer competency in Windows, Office and Email/Internet, based on the abilities that a student should have at each grade level according to the curriculum managed by CoEd. At least 80% of computer students are expected to achieve competency, as measured by passing the unit tests, which are administered by the computer teachers. Finally, the computer teachers are expected to demonstrate competency with the technology by passing the Microsoft Digital Literacy Exam, administered by CoEd staff during the hiring process or initial training.

Participants

Primary Contacts

Name	Club	Role	Sponsored by	Serving as
Mary Pribyl	Glenview-Sunrise	(Primary Contact)	Club	International
Sonja Baudrexel	Valle de Guatemala	(Primary Contact)	Club	Host

Committee Members

#	Name	Club	Role
1	Rodolfo Salazar Paniagua	Valle de Guatemala	(Secondary Host Contact)
2	Alfredo Pérez	Valle de Guatemala	(Secondary Host Contact)

#	Name	Club	Role
1	Sylvia Buck	Glenview-Sunrise	(Secondary International Contact)
2	Christopher Neptun	Glenview-Sunrise	(Secondary International Contact)

No Rotarian who has a vested interest in the activity (e.g., an employee or board member of a cooperating organization, owner of a store where project goods will be purchased, trustee of a university that a scholar plans to attend) may serve on the grant committee. If any potential conflict of interest exists, disclose it here.

N/A

Cooperating Organization

No.	Name	Website	Street address or P.O. box	City	Country
1	Cooperative for Education (CoEd)	http://cooperativeforeducation.org	Avenida 6, 2-44	Guatemala City	Guatemala

Describe your process for selecting this organization. What resources or expertise will this organization contribute?

The projects described in this grant are part of the Guatemala Literacy Project (GLP), a 19-year partnership between individual Rotary Clubs and Districts and the 501(c)(3) nonprofit organization, Cooperative for Education (CoEd). (See the GLP website at www.guatemalaliteracy.org.) The GLP was founded in 1996, when Rotarians Enrique Gandara and Juan Forster, from the Guatemala Oeste and Sur clubs, approached CoEd to begin developing literacy programs in Guatemalan schools. Rotarians Gandara and Forster recruited the Rotary clubs of Raleigh, NC and Lander, WY to serve as International Co-Sponsors, and the Guatemala Literacy Project (GLP) was born. This informal partnership of clubs and districts grew over the years, and today the GLP is comprised of 5 Guatemalan Clubs and nearly 480 international clubs from the US, Canada, Cayman Islands, England, and Japan. In any given year, over 125 clubs and districts financially participate directly in GLP project replications—either as funders or volunteers.

The Rotary GLP is a "perfect marriage" between Rotary Clubs—that provide expertise, oversight, and funding—and CoEd, which provides technical expertise, field staff, logistical support, and follow-up. The fruit of this "perfect marriage" are projects that are sustainable for the long-term: Many GLP projects are still thriving 18 or 19 years after they were founded—an impressive sustainability record by any measurement.

For this grant, the host and international Rotary clubs will oversee CoEd staff in the purchase and distribution of books and computers to poorly-resourced schools. CoEd staff will maintain contact with Rotary sponsors by phone, email, and in-person. When distributing the materials, CoEd will provide logistical support for approximately 50 Rotary volunteers. CoEd will also assist in providing ongoing training and follow-up at project schools. Furthermore, the organization serves as the "bank" for the project, holding the sustainability funds in-trust until such time that the schools need them to purchase new equipment and/or materials (see the 'Financing' section of this application for more detail).

CoEd's financial records are overseen by independent auditors in both the U.S. and Guatemala. CoEd staff will ensure that the project is transparent, accountable, and compliant with all RI rules and stipulations.

VOLUNTEER TRAVELER(S)

No.	Name	Email

Identify the responsibilities of the volunteer traveler(s) and the specific tasks that each individual will complete.

PARTNERS
List any additional partners who will participate and identify their responsibilities. This may include Rotary clubs, Rotaract clubs, Rotary Community Corps, or individuals.

Approximately 105 Rotary clubs and 25 Rotary districts will participate in the implementation of the projects established under this Global Grant.

ROTARIAN PARTICIPATION
Describe the role of the host Rotarians in this activity and list their specific responsibilities.

The host sponsor, Valle de Guatemala, has been involved in developing similar textbook, computer, and literacy projects for the past 10 years. Members of the Valle de Guatemala Club will work with the Glenview Sunrise Club and CoEd to:

- Supervise the process of selecting schools to enter the projects.

- Review the needs of each community served and oversee the implementation plan for each component of the project.

- Travel to project schools to help deliver the physical assets (such as the books, equipment, and other supplies) and may participate in teacher training.

- Host approximately 50 Rotary volunteers from the U.S. and Canada, who will travel to Guatemala to inaugurate and support the new programs.

- Ensure the sustainability of the activities and outcomes.

- Manage project spending, accounting and reporting, along with RC Glenview Sunrise.

- Maintain frequent communication with RI partners via e-mail, work together to file an accurate and complete final report and independent financial review, and provide ongoing oversight of the project in Guatemala.

Additionally, Guatemalan Rotarians sit on the GLP Advisory Board. This governing body of Rotarians meets multiple times per year to direct a variety of aspects of the project, including reaching out to clubs and districts for financial support, project development, finances, and signage. It also reviews and approves GLP budgets & purchases throughout the Global Grant process.

Describe the role of the international Rotarians in this activity and list their specific responsibilities.

Rotarians from the Glenview Sunrise club have been involved with similar literacy programs with Guatemalan clubs for the past 12 years and have established relationships with members of the Valle de Guatemala club. In recent months, Glenview Sunrise Rotarians, Valle de Guatemala Rotarians, and CoEd began working together to plan the projects described in this grant. Mary Pribyl from Glenview Sunrise, Sonja Baudrexel from Valle de Guatemala, and others have helped lead this initiative. They have established goals for the project and have begun working with their districts and others to help build a broad base of club and district support for their initiatives.

For the projects described in this grant, volunteers from Glenview Sunrise and other participating Rotary districts will travel to Guatemala to begin implementation of the computer, textbook, and primary school reading programs.

2013-2014 District 7780 Governor Carolyn Johnson (who spoke on the Basic Education and Literacy panel at the RI Convention in Lisbon) developed the Concentrated Language Encounter (CLE)-based literacy methodology that will be employed by this global grant. Though Carolyn is not a member of the international sponsor club, she will assist Mary Pribyl and Sonja Baudrexel in overseeing the project implementation, from teacher training, to ongoing support, to assessments and evaluations. Carolyn, a literacy expert and educator with 30 years of experience, has extensive knowledge of CLE and has received the endorsement of the former Rotary Literacy Resource Group.

International sponsor Rotarians, including Mary Pribyl, along with Rotarians from other partnering clubs, will also travel to the project schools, help deliver the physical assets (such as the books and computer equipment), build relationships with host partner Rotarians and other project partners, and oversee project implementation, spending, accounting, and reporting. Many aspects of project oversight can be coordinated remotely by Mary Pribyl and Sonja Baudrexel, using e-mail and phone. In cases where physical distance to project sites is large—and additional oversight is needed—international and host sponsors will work in partnership with CoEd staff, volunteers, and Rotarians from other clubs to ensure that proper oversight is maintained.

Additionally, international Rotarians sit on the GLP Advisory Board, a governing body of Rotarians that oversees the projects as described in the answer to the above question.

SUSTAINABILITY

Describe the role that members of the local community will play in implementing your project. What incentives (e.g., compensation, awards, certification, promotion) will you provide to encourage local participation?

The project will teach members of the local community how to establish and maintain self-sustaining book and computer cooperatives; it will educate them on the importance of sustainability and saving for the future; it will build their capacity to maintain more sophisticated projects—like computer centers—including diagnosing technical problems, teaching with a planned curriculum, and saving for future replacement of hardware. Since the teachers trained as part of the project come from the area, the knowledge and skills they gain resides in their local communities. By being involved in every step of each program, the parents, teachers, students, and administrators experience the pride, confidence, and dignity that come from helping themselves.

Additional incentives include the certifications and diplomas presented to teachers completing training. Since this project's textbook, computer, and literacy programs are officially recognized by Guatemala's Ministry of Education and carry a MINEDUC logo and certification number on training certificates, these teachers are more likely to receive pay increases and promotions with this kind of training on their resumes.

The ultimate incentives are the project's long-term benefits: higher levels of literacy and computer skills in the community, which will increase individuals' ability to secure living-wage jobs. Computer skills are especially important in enabling rural Guatemalans to compete for higher-wage, non-farm jobs.

Identify any individuals in the local community who will be responsible for monitoring outcomes and ensuring continuity of services. How will you support these individuals to help them take on this leadership role?

Each component of this project includes extensive training and ongoing support to enable teachers and administrators at local schools to manage and maintain their educational programs well into the future.

Teachers in the primary school literacy program each receive extensive training and supplies, transforming them into literacy professionals who will not only educate an entire generation of students, but also encourage their peers to adopt effective teaching methods. Principals at participating schools also attend all teacher trainings so that they can both understand the methodology and provide the necessary support to teachers.

In the textbook and computer projects, training seminars empower teachers to successfully utilize, care for, and maintain the provided materials. Principals at these schools receive training in how to collect fees from students and deposit these into their school's revolving fund (described in more detail in the 'Financing' section of this application), which will eventually enable the school to replace their books and computers. Schools receive ongoing logistical support and follow-up training from CoEd staff.

BUDGET

Select the local currency for your budget and enter the current rate of exchange to 1 U.S. dollar. Obtain the current RI exchange rate from Rotary's website. If your country is not on the official RI exchange rates list, visit the Oanda or Bloomberg website to obtain the current rate.

Detail your proposed expenses by adding items to the budget. Note that the total budget must be equal to the total financing of your activity.

Local currency: USD **Exchange rate to 1 USD:** 1

No.	Description	Supplier	Category	Local cost (USD)	Cost in USD
1	Rotary Signage for All Programs	Ricardo Murga	Signage (limit USD500)	500.00	$500.00
2	Textbooks for Textbook Programs (10,816)	Santillana SA	Equipment	116,272.00	$116,272.00

3	Plastic Book Bags for Textbook Programs (2,704)	Anaja, SA	Equipment	433.00	$433.00
4	Rotary Bookcovers for Textbook Program (21,632)	W y T, SA	Equipment	3,245.00	$3,245.00
5	Supplies and Printing for Textbook School Teacher Training	Libreria Progreso, SA; Alma Choc	Supplies	2,800.00	$2,800.00
6	Meals for Teachers for Textbook School Teacher Training	COFA	Training	9,600.00	$9,600.00
7	Reading Books and Literacy Materials (12,700) for Primary Reading Program	Fondo de Cultura Económica de Guatemala, Grupo Editorial Norma, El Hormiguero, Aldisa, Amanuense, Artemis Edinter, Carvajal, Gare de Creación, Generación de Demanda	Equipment	111,125.00	$111,125.00
8	Rotary Stickers (5,000) and Stamps (2) to label books for Primary Reading Program	Ricardo Murga	Supplies	2,350.00	$2,350.00
9	School Supplies (174 sets) for Primary Reading Program	Platino, SA; Libreria Progreso, SA	Supplies	14,932.00	$14,932.00
10	Meals and Transportation for Teachers for Primary Reading Program	Baldomero García; Restaurant Chichoy	Training	4,200.00	$4,200.00
11	Evaluations and Measurable Outcomes	Del Valle University (UVG)	Monitoring/evaluation	22,500.00	$22,500.00
12	Trainers for Primary Reading Program (5 trainers, 8,850 hours total)	Cooperative for Education	Training	95,444.00	$95,444.00
13	Computer Systems (42) for Computer Centers	SEGA SA	Equipment	34,734.00	$34,734.00
14					

	Servers (2) for Computer Centers	Corporacion Tres Torres	Equipment	2,228.00	$2,228.00
15	Projectors (2) for Computer Centers	Multicomp	Equipment	1,272.00	$1,272.00
16	Voltage Regulators (24) for Computer Centers	Corporacion Tres Torres	Equipment	1,200.00	$1,200.00
17	Surge Protectors (2) for Computer Centers	ACD Comunicaciones	Equipment	244.00	$244.00
18	Printers (2) for Computer Centers	Prisma Servicios, SA	Equipment	566.00	$566.00
19	Network Cabling (2) for Computer Centers	ACD Comunicaciones	Equipment	2,000.00	$2,000.00
20	Network Switches (2) for Computer Centers	Multicomp	Equipment	672.00	$672.00
21	Maintenance Kits (2) for Computer Centers	CIPRO	Equipment	102.00	$102.00
22	Dustcovers (44) for Computer Centers	Sastrería Díaz	Supplies	297.00	$297.00
23	Desks (44) for Computer Centers	Interiores Corportativos	Equipment	2,574.00	$2,574.00
24	Chairs (90) for Computer Centers	Induplastic	Equipment	549.00	$549.00
25	Security Alarms (2) for Computer Centers	Marco Vinicio Paniagua Arceyuz	Equipment	504.00	$504.00
26	File Cabinets (2) for Computer Centers	Interiores Corportativos	Equipment	142.00	$142.00
27	White Boards (2) for Computer Centers	Distribuidora Dals	Equipment	82.00	$82.00
28	Padlocks (4) for Computer Centers	Almacen El Vapor, S. A.	Supplies	52.00	$52.00
29	Antivirus Software (2) for Computer Centers	AVG	Supplies	108.00	$108.00
30	Educación para el Futuro Seminar (2) for Computer Centers	Educación para el futuro, SA	Training	400.00	$400.00
31	School Supplies (2 sets) for Computer Centers	Libreria Progreso, SA	Supplies	166.00	$166.00
32	Cooling Fans (2) for Computer	La Increible			

	Centers	ABM	Equipment	238.00	$238.00
33	NetControl2 Software (2) for Computer Centers	NetControl2	Supplies	286.00	$286.00
34	Deepfreeze Software (2) for Computer Centers	Faronics	Supplies	1,470.00	$1,470.00
35	Electronic Whiteboards (2) for Computer Centers	Mimio Teach	Equipment	2,250.00	$2,250.00
36	Laptop Computers (3) or Tablets, Supplemental Educational Materials	Multicomp	Equipment	3,975.00	$3,975.00
37	Projectors (3), Supplemental Educational Materials	Multicomp	Equipment	2,625.00	$2,625.00
38	Sports Equipment (54 sets), Supplemental Educational Materials	Deportes Link	Equipment	3,348.00	$3,348.00
39	Pencils, Sharpeners, and Erasers (4,500 sets), Supplemental Educational Materials	Libreria Progreso, SA	Supplies	3,150.00	$3,150.00
40	School Supply Kits (2,163), Supplemental Educational Materials	Libreria Progreso, SA	Supplies	4,759.00	$4,759.00
41	Electronic Whiteboard (1), Supplemental Educational Materials	Mimio Teach	Equipment	2,250.00	$2,250.00
42	Multi-Function Printer (1), Supplemental Educational Materials	Multicomp	Equipment	330.00	$330.00
43	Desktop Computer (1), Supplemental Educational Materials	Electronica Panamericana, SA	Equipment	930.00	$930.00
44	Other	TBD	Supplies	7,388.00	$7,388.00
			Total budget:	464,292.00	$464,292.00

SUSTAINABILITY

Describe the process for selecting these budget items. Do you plan to purchase any items from local vendors? Have you performed a competitive bidding process to select vendors? Do these budget items align with the local culture and technology standards?

Training materials, books, computer equipment, and other supplies are selected by CoEd's Guatemala staff with oversight from local Rotarians. Beginning 9 months prior to the submission of this application, community needs analyses were conducted by local Rotarians and CoEd. These visits evaluated each community's needs and each school's capacity and willingness to participate in the program. In the coming months, CoEd staff will work in conjunction with representatives from the benefiting schools to adapt the individual projects to each school's specific resources and educational level, including determining exact product needs such as number of textbooks, type of computing equipment, education level of storybooks for the primary literacy program, etc.

Once the exact needs are known, CoEd staff members in Guatemala compare market prices from at least three local suppliers to ensure the lowest price and therefore, the best possible use of global grant funds. All products (books, computers, and other supplies) are purchased locally, which both supports Guatemala's economy and avoids the need to ship materials and clear customs.

Materials selected for the textbook and computer programs are reviewed to ensure that they comply with the standards of Guatemala's national middle school curriculum. As for the primary reading program, materials are reviewed by CoEd staff to ensure that they are culturally relevant and appropriate to the age and language level of this Global Grant's beneficiaries. Specific materials for each of the three main programs are as follows:

–Reading programs: Teacher trainers from the cooperating organization review all books prior to purchase. The number of books selected depends on the size of the class, and the books themselves vary by grade level based on the literacy skills a student should be developing at that point. First- and second-grade teachers receive storybooks with lots of pictures and easy starter Spanish text. By third and fourth grades, students are reading longer stories that take at least 15 minutes to complete. Fifth- and sixth-graders read books that require multiple days to complete. Students at these higher levels also read different kinds of genres, such as nonfiction. They also begin to work in small reading groups to think critically about stories. To enable group reading activities, teachers of higher grades receive multiple copies of the same book, whereas first- and second-grade teachers receive only one copy of each book (in order to do read-alouds with their students). Books that have been provided in the past include: (Grades 1-2:) "Si yo fuera grande y fuerte," "Olivia y su banda," "Mariposa," "Cosas que me gustán," (Grades 3-4:) "Secreto de familia," "El lápiz," "Regalo sorpresa," "Un mounstro se comió mi naríz," (Grades 5-6:) "Bonícula," " "Salvavidas," "Teresa de Calcuta," and "Vincent Van Gogh."

–Textbooks: Schools receive books in core subjects like math, science, social studies, and Spanish language. The books are selected from respectable local Guatemalan publishers (such as Santillana) and are reviewed by CoEd staff to ensure that they incorporate the standards of Guatemala's national middle school curriculum.

How will the beneficiaries maintain these items? If applicable, confirm that spare or replacement parts are readily available and that the beneficiaries possess the skills to operate equipment.

All projects established under this Global Grant are designed to be sustainable for the long term, in part by ensuring that the knowledge to maintain project materials resides within the local communities. Students, teachers, and principals in the Textbook Program receive extensive training on the proper use and care of the books, as well as heavy plastic bags to protect books from the elements.

As part of the standard Computer Center teacher training process, the teachers learn the basics of computer care and maintenance—keeping the room clean, using dust covers when computers are not in use, etc. The cooperating organization, CoEd, remains available to answer any questions that arise, and can even provide remote support to diagnose technical problems. The teachers gain further knowledge about maintaining the technology by attending additional trainings offered by CoEd. The computers supplied are purchased with a 3-year factory warranty. If replacement parts are needed after this time, CoEd has access to parts suppliers and will initiate a purchase as a free service to the schools.

Who will own the items purchased with grant funds at the end of the project, including equipment, assets, and materials? Note that items cannot be owned by a Rotary club or Rotarian.

All books, materials, and equipment become the property of recipient schools.

FINANCING

The Rotary Foundation funds global grants from the World Fund, and awards range from US$15,000 to US$200,000. The

Status - Approved

District Number 4250 (Qualified)

Foundation matches cash contributions at 50 percent and District Designated Fund (DDF) contributions at 100 percent. The Foundation will also match non-Rotarian contributions toward a grant, provided they do not come from a cooperating organization or a beneficiary.

To determine the World Fund match for your global grant, list all sources of funding, specifying contributions from cash, DDF, and other sources. Non Rotarian contributions with no match from TRF can be included in the grant financing if they are being used to purchase grant budget items. These contributions should not be sent to TRF. Note that the total financing must be equal to the total budget of your activity.

*NOTE: Any grant cash contributions sent to TRF must include an additional 5% to support processing expenses.

After you have added all funding sources and the requested World Fund match, click "Save" to save your grant financing.

#	Funding Method	Organization	Amount (USD)	Extra support*	Contribution + Extra support*
1	District Designated Fund (DDF)	5490	$4,000.00	$0.00	$4,000.00
2	Cash from Club	Aspen	$15,000.00	$750.00	$15,750.00
3	Cash from Club	Estes Park	$2,000.00	$100.00	$2,100.00
4	Cash from Club	Calgary	$7,620.00	$381.00	$8,001.00
5	Cash from Club	Castle Rock High Noon	$500.00	$25.00	$525.00
6	Cash from Club	Dawson Creek	$1,000.00	$50.00	$1,050.00
7	Cash from Club	East Louisville Sunrise	$500.00	$25.00	$525.00
8	Cash from Club	Fairfax	$700.00	$35.00	$735.00
9	Cash from Club	Fajardo	$1,000.00	$50.00	$1,050.00
10	Cash from Club	Gig Harbor	$800.00	$40.00	$840.00
11	Cash from Club	Glenview	$1,143.00	$57.15	$1,200.15
12	Cash from Club	Glenview-Sunrise	$7,143.00	$357.15	$7,500.15
13	Cash from Club	Grand Cayman	$11,905.00	$595.25	$12,500.25
14	Cash from Club	Kenai River-Soldotna	$1,000.00	$50.00	$1,050.00
15	Cash from Club	Kenilworth	$3,000.00	$150.00	$3,150.00
16	Cash from Club	Leavenworth	$1,000.00	$50.00	$1,050.00
17	Cash from Club	Ligonier	$75.00	$3.75	$78.75
18	Cash from Club	Long Meadows (Hagerstown)	$805.00	$40.25	$845.25
19	Cash from Club	Manhattan Beach	$1,000.00	$50.00	$1,050.00

20	Cash from Club	Nanaimo	$500.00	$25.00	$525.00
21	Cash from Club	North Raleigh	$2,159.00	$107.95	$2,266.95
22	Cash from Club	Orangeville Highlands	$4,000.00	$200.00	$4,200.00
23	Cash from Club	Peoria North	$2,000.00	$100.00	$2,100.00
24	Cash from Club	Savannah West	$500.00	$25.00	$525.00
25	Cash from Club	Snowmass Village	$2,000.00	$100.00	$2,100.00
26	Cash from Club	Sun City West	$2,000.00	$100.00	$2,100.00
27	Cash from Club	Southeast Tulsa	$2,000.00	$100.00	$2,100.00
28	Cash from Club	York	$1,000.00	$50.00	$1,050.00
29	Cash from Club	Arbury	$150.00	$7.50	$157.50
30	Cash from Club	Colfax	$1,000.00	$50.00	$1,050.00
31	Cash from Club	Deerfield	$286.00	$14.30	$300.30
32	Cash from Club	Downtown Gainesville	$1,000.00	$50.00	$1,050.00
33	Cash from Club	Nanaimo North	$385.00	$19.25	$404.25
34	Cash from Club	Windsor (1918)	$100.00	$5.00	$105.00
35	District Designated Fund (DDF)	6710	$500.00	$0.00	$500.00
36	District Designated Fund (DDF)	5510	$1,000.00	$0.00	$1,000.00
37	Cash from Club	Dearborn	$1,200.00	$60.00	$1,260.00
38	Cash from Club	Denver	$1,000.00	$50.00	$1,050.00
39	Cash from Club	Ephrata	$1,000.00	$50.00	$1,050.00
40	Cash from Club	Grayson County	$2,500.00	$125.00	$2,625.00
41	Cash from Club	Hillsborough-Charlottetown	$1,000.00	$50.00	$1,050.00
42	Cash from Club	Rugby Dunsmore	$750.00	$37.50	$787.50
43	Cash from Club	Tamworth	$150.00	$7.50	$157.50
44	Cash from Club	Tempe South	$2,000.00	$100.00	$2,100.00
45	Cash from Club	Altoona-Sunrise	$300.00	$15.00	$315.00
46	Cash from Club	Burton upon Trent	$150.00	$7.50	$157.50
47	Cash from Club	Dearborn Heights	$250.00	$12.50	$262.50

48	Cash from Club	East Nassau	$1,000.00	$50.00	$1,050.00
49	Cash from Club	Warwick	$750.00	$37.50	$787.50
50	Cash from Club	Summit County (Frisco)	$7,000.00	$350.00	$7,350.00
51	District Designated Fund (DDF)	1060	$5,100.00	$0.00	$5,100.00
52	District Designated Fund (DDF)	1220	$75.00	$0.00	$75.00
53	District Designated Fund (DDF)	1260	$225.00	$0.00	$225.00
54	District Designated Fund (DDF)	6900	$2,000.00	$0.00	$2,000.00
55	District Designated Fund (DDF)	7710	$4,000.00	$0.00	$4,000.00
56	Cash from Club	Arvada	$1,000.00	$50.00	$1,050.00
57	Cash from Club	Baker County	$300.00	$15.00	$315.00
58	Cash from Club	Cobourg	$437.00	$21.85	$458.85
59	Cash from Club	Coeur d'Alene	$5,000.00	$250.00	$5,250.00
60	Cash from Club	Grande Prairie	$7,500.00	$375.00	$7,875.00
61	Cash from Club	Gravenhurst	$341.00	$17.05	$358.05
62	Cash from Club	Grosse Ile	$3,000.00	$150.00	$3,150.00
63	Cash from Club	Lake Butler	$300.00	$15.00	$315.00
64	Cash from Club	Moses Lake	$4,200.00	$210.00	$4,410.00
65	Cash from Club	North Bay	$3,000.00	$150.00	$3,150.00
66	Cash from Club	Vinings	$1,000.00	$50.00	$1,050.00
67	Cash from Club	Windsor-Roseland	$2,000.00	$100.00	$2,100.00
68	Cash from Club	Baldock	$225.00	$11.25	$236.25
69	Cash from Club	Barrington Breakfast	$953.00	$47.65	$1,000.65
70	Cash from Club	Cambridge	$4,000.00	$200.00	$4,200.00
71	Cash from Club	Oro Valley	$1,000.00	$50.00	$1,050.00
72	Cash from Club	Pagosa Springs	$1,000.00	$50.00	$1,050.00
73	Cash from Club	Southam	$150.00	$7.50	$157.50
74	Cash from Club	Sudbury Sunrisers	$719.00	$35.95	$754.95
75	Cash from Club	Gainesville	$1,000.00	$50.00	$1,050.00

76	District Designated Fund (DDF)	6690	$4,000.00	$0.00	$4,000.00
77	District Designated Fund (DDF)	5330	$3,334.00	$0.00	$3,334.00
78	Cash from Club	La Quinta	$1,000.00	$50.00	$1,050.00
79	Cash from Club	Downey	$2,500.00	$125.00	$2,625.00
80	Cash from Club	Downtown Los Angeles	$250.00	$12.50	$262.50
81	Cash from Club	Northbrook	$1,905.00	$95.25	$2,000.25
82	Cash from Club	Evanston Lighthouse	$2,858.00	$142.90	$3,000.90
83	Cash from Club	Warwick Avon	$150.00	$7.50	$157.50
84	Cash from Club	Othello	$1,000.00	$50.00	$1,050.00
85	Cash from Club	Fort St. John-Sunrise	$1,000.00	$50.00	$1,050.00
86	Cash from Club	Breckenridge-Mountain	$500.00	$25.00	$525.00
87	Cash from Club	Boardman	$2,000.00	$100.00	$2,100.00
88	Cash from Club	New Brighton/Mounds View	$500.00	$25.00	$525.00
89	Cash from Club	Searcy	$250.00	$12.50	$262.50
90	Cash from Club	Tysons Corner	$500.00	$25.00	$525.00
91	Cash from Club	Valle de Guatemala	$3,500.00	$175.00	$3,675.00
92	Cash from Club	Central Cayman Islands	$3,280.00	$164.00	$3,444.00
93	Cash from Club	Historic Filipinotown (Los Angeles)	$500.00	$25.00	$525.00
94	District Designated Fund (DDF)	6400	$5,000.00	$0.00	$5,000.00
95	District Designated Fund (DDF)	5080	$6,000.00	$0.00	$6,000.00
96	District Designated Fund (DDF)	6110	$2,000.00	$0.00	$2,000.00
97	Cash from Club	Wenatchee North	$1,000.00	$50.00	$1,050.00
98	Cash from Club	Upper Kittitas County	$250.00	$12.50	$262.50
99	Cash from Club	Bath	$500.00	$25.00	$525.00
100	Cash from Club	Hawthorne/LAX/Lennox	$100.00	$5.00	$105.00
101	District Designated Fund (DDF)	5060	$8,450.00	$0.00	$8,450.00
102	District Designated Fund (DDF)	7780	$1,500.00	$0.00	$1,500.00

103	District Designated Fund (DDF)	5450	$9,000.00	$0.00	$9,000.00
104	Cash from Club	Harbor Country (Southwest Berrien County)	$600.00	$30.00	$630.00
105	Cash from Club	E-Club One of District 5450	$1,000.00	$50.00	$1,050.00
106	District Designated Fund (DDF)	5470	$18,000.00	$0.00	$18,000.00
107	District Designated Fund (DDF)	6360	$600.00	$0.00	$600.00
108	District Designated Fund (DDF)	5440	$2,000.00	$0.00	$2,000.00
109	Cash from Club	San Pedro	$1,000.00	$50.00	$1,050.00
110	Cash from Club	Valley of the Moon (Santa Rosa)	$1,000.00	$50.00	$1,050.00
111	District Designated Fund (DDF)	5280	$5,350.00	$0.00	$5,350.00
112	Cash from Club	Windsor-St. Clair	$1,000.00	$50.00	$1,050.00
113	Cash from Club	LaSalle-Centennial	$500.00	$25.00	$525.00
114	Cash from Club	Starke	$1,000.00	$50.00	$1,050.00
115	Cash from Club	Trenton	$425.00	$21.25	$446.25
116	Cash from Club	North Bay-Nipissing	$68.00	$3.40	$71.40
117	Cash from Club	Greater Gainesville	$600.00	$30.00	$630.00
118	Cash from Club	Live Oak	$750.00	$37.50	$787.50
119	District Designated Fund (DDF)	7020	$2,500.00	$0.00	$2,500.00
120	Cash from Club	Oshawa (Parkwood)	$750.00	$37.50	$787.50
121	Cash from district	5010	$1,000.00	$50.00	$1,050.00
122	Cash from Club	St. Albert	$699.00	$34.95	$733.95
123	District Designated Fund (DDF)	7010	$7,254.00	$0.00	$7,254.00
124	District Designated Fund (DDF)	7070	$1,186.00	$0.00	$1,186.00
125	District Designated Fund (DDF)	6440	$14,286.00	$0.00	$14,286.00
126	Cash from Club	Quetzaltenango	$1,000.00	$50.00	$1,050.00

	Funding Summary	
	DDF contributions:	$107,360.00
	Cash contributions:	$166,381.00

Non-Rotarian contributions to be matched by TRF:	$0.00
Endowed/Term gift contributions:	$0.00
Donor Advised Fund:	$0.00
World Fund match maximum::	$190,551.00
World Fund match (requested):	$190,551.00
Financing subtotal (matched contributions + World Fund):	$464,292.00
Non-Rotarian contributions with NO match from TRF:	$0.00
Total financing:	$464,292.00
Total budget:	$464,292.00

SUSTAINABILITY

Have you identified a local funding source to ensure long-term project outcomes? Will you introduce practices to help generate income for ongoing project funding?

The textbook projects and computer centers established under this Global Grant will be fully sustainable thanks to their innovative revolving fund model. Students pay a small fee to use the books and equipment for the academic year; all fees go into a revolving fund that will be used to purchase new books and equipment after a specific time period (usually about 5-6 years). The project will train school administrators to collect these fees from each participating family and deposit them into their school's revolving fund. Before the project begins, all families commit to paying into the fund, giving them a vested interest in the project's success.

CoEd serves as the "bank" for the project, holding revolving funds in-trust until the schools need them to purchase new equipment/materials. Due to the structure of the revolving fund (held in trust in a separate U.S. account), the fund is always, without exception, managed by Cooperative for Education. These sustainability deposits are saved and utilized for the sole purpose of replacing books and computers as they wear out. 100% of deposits are used for this purpose and to pay for basic upkeep/maintenance. No profit is made and no commissions are charged. The fees paid are savings deposits provided by community members themselves—to purchase future books and computers—managed in perpetuity by CoEd and overseen by local Rotarians.

Although CoEd manages all funds once they are in the bank, school principals do receive training in the administration of the revolving fund at the local level—collecting the fees from families and making the deposits into a local bank. Thanks to this training, school administrators can be empowered to manage the fee collection step of the process, and if they are unable to collect 100% of the fees, the renewal can simply be delayed until enough funds have accumulated.

Both host and international Rotary clubs agree that allowing CoEd to serve as the project "bank" is the safest, cheapest, and most transparent way to maintain and guarantee the revolving fund. This revolving fund system has been functioning effectively in hundreds of Guatemalan communities for more than 19 years and has allowed 166 communities to replace their books at least once since 1996. It is a time-proven model and has been featured at a number of Rotary International conventions (Chicago, Salt Lake City, L.A., and Montreal).

Authorization

Application Authorization

By submitting this global grant application, we agree to the following:

1. All information contained in this application is, to the best of our knowledge, true and accurate, and we intend to implement the activities as presented in this application.

2. The club/district agrees to undertake these activities as a club/district.

3. We will ensure all cash contributions (as detailed in the grant financing) will be forwarded to The Rotary Foundation (TRF) or sent directly to the global grant bank account after Trustee approval of the grant.

4. Rotary International (RI) and TRF may use information contained in this application to promote the activities by various means such as The Rotarian, the RI international convention, RVM: The Rotarian Video Magazine, etc.

5. We agree to share information on best practices when asked, and TRF may provide our contact information to other Rotarians who may wish advice on implementing similar activities.

6. To the best of our knowledge and belief, except as disclosed herewith, neither we nor any person with whom we have or had a personal or business relationship are engaged, or intend to engage, in benefiting from TRF grant funds or have any interest that may represent a potential competing or conflicting interest. A conflict of interest is defined as a situation in which a Rotarian, in relationship to an outside organization, is in a position to influence the spending of TRF grant funds, or influence decisions in ways that could lead directly or indirectly to financial gain for the Rotarian, a business colleague, or his or her family, or give improper advantage to others to the detriment of TRF.

Primary Contact Authorizations

Role	Name	Authorization Status	Authorization Date
Primary Contact	Mary Pribyl	Authorized	23/02/2016
Primary Contact	Sonja Baudrexel	Authorized	23/02/2016

DRFC Authorizations

Role	Name	Authorization Status	Authorization Date
District Rotary Foundation Chair (DRFC)	Michael Ericksen	Authorized	25/02/2016
District Rotary Foundation Chair (DRFC)	Carlos Andrade Morales	Authorized	25/02/2016

DDF Authorizations

Role	District	Name	Authorization Status	Authorization Date
District Governor (DG)	5490	Paul Pulicken	Authorized	17/02/2016
District Rotary Foundation Chair (DRFC)	5490	Elizabeth Mahoney	Authorized	12/08/2015
District Rotary Foundation Chair	6710	David Weller	Authorized	24/08/2015

(DRFC)					
District Governor (DG)	6710		Michael Kull	Authorized	24/08/2015
District Rotary Foundation Chair (DRFC)	5510		Barbara Feder	Authorized	17/11/2015
District Governor (DG)	5510		Sherry Mischel	Authorized	17/11/2015
District Rotary Foundation Chair (DRFC)	1060		Steve McConnell	Authorized	06/11/2015
District Governor (DG)	1060		Paul Jaspal	Authorized	13/11/2015
District Rotary Foundation Chair (DRFC)	1220		Peter Moralée	Authorized	23/02/2016
District Governor (DG)	1220		Roger Summers	Authorized	23/02/2016
District Rotary Foundation Chair (DRFC)	1260		Charles Chaney	Authorized	07/12/2015
District Governor (DG)	1260		Prue Dixon	Authorized	24/11/2015
District Rotary Foundation Chair (DRFC)	6900		George McKemie	Authorized	24/02/2016
District Governor (DG)	6900		Robert Hagan	Authorized	24/02/2016
District Governor (DG)	7710		Newman Aguiar	Authorized	10/11/2015
District Rotary Foundation Chair (DRFC)	7710		Barry Phillips	Authorized	12/11/2015
District Rotary Foundation Chair (DRFC)	6690		David Kott	Authorized	04/11/2015
District Rotary Foundation Chair (DRFC)	6690		Tara Craaybeek	Authorized	05/11/2015

District Rotary Foundation Chair (DRFC)	5330	Daniel Goodrich	Authorized	17/11/2015
District Governor (DG)	5330	Rudy Westervelt	Authorized	17/11/2015
District Rotary Foundation Chair (DRFC)	6400	Mary Kehoe	Authorized	11/02/2016
District Governor (DG)	6400	Dg Wayne Titus	Authorized	12/02/2016
District Governor (DG)	5080	Mike Dalessi	Authorized	22/02/2016
District Rotary Foundation Chair (DRFC)	5080	Don Hart	Authorized	17/02/2016
District Rotary Foundation Chair (DRFC)	6110	Edwin Hardesty	Authorized	13/11/2015
District Governor (DG)	6110	Larry Long	Authorized	19/12/2015
District Rotary Foundation Chair (DRFC)	5060	Roger Perry	Authorized	17/11/2015
District Governor (DG)	5060	Gregory Luring	Authorized	17/11/2015
District Rotary Foundation Chair (DRFC)	7780	Martha Helman	Authorized	03/12/2015
District Governor (DG)	7780	Sheila Rollins	Authorized	17/02/2016
District Rotary Foundation Chair (DRFC)	5450	Ann Tull	Authorized	18/02/2016
District Governor (DG)	5450	Mary Hasz	Authorized	24/02/2016
District Rotary Foundation Chair (DRFC)	5470	Ann Harris	Authorized	12/02/2016
District Governor (DG)	5470	Bob Delavan	Authorized	12/02/2016

District Rotary Foundation Chair (DRFC)	6360	Teresa Brandell	Authorized	23/12/2015
District Governor (DG)	6360	Richard Briscoe	Authorized	17/02/2016
District Rotary Foundation Chair (DRFC)	5440	Nancy Pettus	Authorized	24/11/2015
District Governor (DG)	5440	Kenneth Small	Authorized	01/12/2015
District Governor (DG)	5280	Dong Jin Sun	Authorized	23/02/2016
District Rotary Foundation Chair (DRFC)	5280	Brad Robinson	Authorized	23/02/2016
District Rotary Foundation Chair (DRFC)	7020	Lindsey Cancino	Authorized	11/02/2016
District Governor (DG)	7020	Felix Stubbs	Authorized	16/02/2016
District Rotary Foundation Chair (DRFC)	7010	John Tomlinson	Authorized	11/02/2016
District Governor (DG)	7010	Lise Dutrisac-Dillabough	Authorized	17/02/2016
District Rotary Foundation Chair (DRFC)	7070	William Patchett	Authorized	23/12/2015
District Governor (DG)	7070	Michael Bell	Authorized	06/01/2016
District Rotary Foundation Chair (DRFC)	6440	Michael Ericksen	Authorized	25/02/2016
District Governor (DG)	6440	Rodney Adams	Authorized	23/02/2016

Bank Account	
Bank country	
Payment currency	

Global Grant Record - GG1531565

Grant Title - Guatemala Literacy Project - Chimaltenango, Quetzaltenango, Sacatepéquez (VII)

Status - Approved

District Number 4250 (Qualified)

Payment method	
Pay to	
Account name	
Bank account number	

Account Signatories		
#	First Name	Family Name

Global Grant Record - GG1531565

Grant Title - Guatemala Literacy Project - Chimaltenango, Quetzaltenango, Sacatepéquez (VII)

Status - Approved

District Number 4250 (Qualified)