

Global Grant Application

GRANT NUMBER
GG1872362

STATUS
Draft

Basic Information

Grant title

Guatemala Literacy Project - Chimaltenango, Sacatepéquez, Quetzaltenango

Type of Project

Humanitarian Project

Address community needs and produce sustainable, measurable outcomes

Primary Contacts

| Name | Club | District | Sponsor | Role |
|---------------------------|-----------------|----------|---------|---------------|
| William White | North Bay | 7010 | Club | International |
| Oscar Enrique Saenz Wirtz | Nueva Guatemala | 4250 | Club | Host |

Committee Members

Host committee

| Name | Club | District | Role |
|---------------------------------|-----------------|----------|-------------------|
| Diego Eduardo Furlán de la Vega | Nueva Guatemala | 4250 | Secondary Contact |
| Ana Luisa Chuy Alvarez | Nueva Guatemala | 4250 | Secondary Contact |

International committee

| Name | Club | District | Role |
|----------------|-----------|----------|---------------------------------|
| Jeff Celentano | North Bay | 7010 | Secondary Contact International |

Do any of these committee members have potential conflicts of interest?

No

Project Overview

Tell us a little about your project. What are the main objectives of the project, and who will benefit from it?

This Global Grant project has four distinct and complementary components that strengthen both traditional and technological literacy in the communities we've targeted. All of these schools and students are located in Guatemala's Western Highlands—the most illiterate part of the country. A projected list of schools showing approximate school sizes is provided later in this application.

(1) The Culture of Reading Program (CORP) provides professional development that enables primary-school teachers to become experts in reading instruction. The program delivers between 30 and 76 children's books (per teacher) for reading in the classroom every day. The provision of these materials is matched with an intensive teacher training program based on the latest best practices in early literacy instruction. Better-trained teachers transform their students into better readers, critical thinkers, and lifelong learners. This aspect of the project will benefit 248 teachers and approximately 6,200 students in 42 schools.

(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. The textbook projects will benefit 32 teachers and 896 students in eight schools. Approximately 128 additional teachers will join these teachers in receiving training in how to achieve the objectives of Guatemala's national middle-school curriculum while engaging their students in the learning process. These additional teachers come from schools that have received textbooks under previous GLP Global Grants and are now renewing their books with money saved in their school's sustainability fund.

(3) A computer center prepares middle-school students to enter the workforce by providing 60-90 minutes per week of hands-on technological instruction, covering approximately 34 lessons over the course of a year. The certified computer teacher will train students in the use of standard business software (Microsoft Windows, Word, Outlook, Excel, Access, PowerPoint, web navigation, basic programming, etc). The computer center will benefit one teacher and 120 students in one school.

(4) The Rise Youth Development Program keeps students in school, helps them envision a brighter future for themselves, and prepares them with the tools to achieve it. Students benefit from activities like workshops (involving Rotarians from Nueva Guatemala and other Guatemalan clubs) and field trips to local businesses and universities that help them explore other possibilities for their future, beyond subsistence farming. All students participating in the program are matched with sponsors in Guatemala and other countries around the world who cover a portion of their costs of participating in the program. Many of the students are sponsored personally by Rotarians who are also involved with the Guatemala Literacy Project.

The projects described in this grant are part of the Guatemala Literacy Project (GLP), a network between Rotarians and the nonprofit organization, Cooperative for Education (CoEd), to improve education for underserved students in Guatemala. (Learn more about the GLP in the "Participants" section of this application.) The projects to be established under this Global Grant utilize the same proven approaches as previous projects in the network's 21-year history 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.

Areas of Focus

Which area of focus will this project support?

Basic education and literacy

Measuring Success

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; Working to reduce gender disparity in education

How will you measure your project's impact?

| Measure | Collection Method | Frequency | Beneficiaries |
|--|---------------------------|------------------|---------------|
| 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 2019 to October 2020. In all, the project will provide Culture of Reading Program training and materials to 248 primary school teachers (benefiting approximately 6,200 primary students), provide textbooks to 896 secondary school students and corresponding training to 32 teachers (as well as 128 additional teachers at schools renewing their GLP textbooks with money saved through their sustainability funds); provide computer education to 120 secondary school students and corresponding training to one teacher; and provide Rise Youth Development Program activities to 1,092 students (for a total of at least 8,717 direct beneficiaries). | Direct observation | Every six months | 2500+ |
| Number of benefiting school-age children | Public records | Every year | 2500+ |
| Number of institutions participating in program | Grant records and reports | Every year | 50-99 |
| Other Children participating in the Culture of Reading Program (CORP) will become competent and enthusiastic readers, as measured by results on the Evaluacion de Lectura en Grados Iniciales (ELGI) test, administered by researchers from Del Valle University. 1st- and 2nd-grade CORP students are expected to score significantly higher than students in the same schools scored before receiving the program. | Testing | Every year | 100-499 |
| Other Teachers receiving training through the Culture of Reading Program (CORP) 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. 75% of primary-school teachers who are eligible to receive certification will become certified in the CORP methodology. | Direct observation | Every two months | 50-99 |

| | | | |
|--|---------------------------|------------------|-----------|
| Other Teachers receiving textbooks, as well as teachers at schools renewing their GLP 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 | 100-499 |
| 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 year of the curriculum that they are currently in. We expect 80% of students to achieve competency, as measured by passing the unit tests on the four units (incorporating a total of 34 lessons, covered throughout the school year), administered by the computer center teacher and reported to CoEd staff for analysis. | Direct observation | Every year | 50-99 |
| Other The computer center teacher will achieve competency with the technology by the end of his or her first year in the program. CoEd staff administer the Microsoft Digital Literacy test during the hiring process or initial training. The computer teacher must pass the Digital Literacy test by the end of the first year of teaching in the computer center. | Testing | Every year | 1-19 |
| Other The dropout rate for students in the Rise Youth Development Program will be less than 6% during the 2020 school year. | Grant records and reports | Every year | 1000-2499 |
| Number of new female school-age students | Grant records and reports | Every year | 100-499 |

Do you know who will collect information for monitoring and evaluation?

Yes

Name of Individual or Organization

Cooperative for Education

Phone

011-502-2312-6000

Email

info@coeduc.org

Address

Km. 29.5, Carretera Interamericana 0-00, Casco Urbano, Zona 2 San Lucas Sacatepéquez, Guatemala

Briefly explain why this person or organization is qualified for this task.

Cooperative for Education (CoEd) has a 21-year history of partnering with individual Rotary clubs and districts to implement literacy projects in Guatemala. Throughout that time, we have seen CoEd excel at maintaining accountability and transparency as it works with local Rotarians to implement past global grants. They have also demonstrated a commitment to carry out strong measurable results plans. They follow guidance from experts such as Michael Quinn Patton to ensure that their measurement plans are effective. CoEd's Director of International Programs, Katie Camillus Dawson, who oversees the measurable results collection, completed a graduate certificate in Assessment and Evaluation from the University of Cincinnati in 2017. Finally, CoEd

knows how to engage local Rotarians and pull in other local experts to assist in measurement collection. For example, for the Culture of Reading Program (CORP), researchers from Del Valle University will administer the Evaluacion en Grados Iniciales (ELGI) test to first- and second-grade students to evaluate their progress in Spanish literacy. The Del Valle testers have received training from the research arm of Guatemala's Ministry of Education and are certified to administer the ELGI.

As to CoEd's suitability as a partner on a higher level, their financial records are overseen by independent auditors in both the U.S. and Guatemala. They have proven to be trustworthy stewards of resources, throughout a long history of serving as the "bank" for similar projects by holding 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). (In fact, families in Guatemala often feel more comfortable contributing their child's sustainability fees to a third party that will not be tempted to "borrow" from the fund when other needs arise.) The organization also has 20 years of experience providing some of the logistical support for Rotarian volunteers to travel to the projects and assist in the delivery of materials.

Location and Dates

Humanitarian Project

Where will your project take place?

City or town

Computer Program: Chiyo (120 students); Textbook Programs: El Rosario (165 students), Sumpango (80 students), La Primavera (65 students), Santa Cruz Verapaz (154 students), Liceo San Cristobal (51 students), Colegio Vida (49 students), Casa de Sabiduría (116 students), and Cabriacan (196 students); Primary Reading Programs in 8 schools in the Northwest Chimaltenango Cluster (32 teachers and 800 students) , 7 schools in the Tecpán Cluster I (26 teachers and 579 students), 3 schools in the Santiago Cluster I (31 teachers and 1074 students), 3 schools in the Santiago Cluster II (26 teachers and 753 students), 7 schools in the Tecpán Cluster II (27 teachers and 783 students), 4 schools in the Northwest Chimaltenango Cluster II (33 teachers and 717 students), 7 schools in the Northwest Chimaltenango Cluster III (30 teachers and 750 students), and 3 schools in the Santiago Cluster III (30 teachers and 750 students); and Rise Youth Development Program: Santiago Sacatepéquez (90 students), Santa Maria Cauqué (40 students), Santo Domingo Xenacoj (60 students), Santa Lucía Milpas Altas (60 students), Magdalena Milpas Altas (60 students), Bola de Oro (40 students), Cerritos Asunción (81 students), Patzún (81 students), Saquitacaj (60 students), Chimazat (60 students), Hacienda María (60 students), Paley (60 students), Las Camelias (60 students), Pajales (60 students), Yepocapa (60 students), Caliaj (40 students), Caquixajay (40 students), Tecpán (20 students), Balanyá (20 students), El Llano (20 students), and La Colina (20 students).

Province or state

Guatemala

When will your project take place?

2019-07-01 to 2021-03-31

Participants

Cooperating Organizations (Optional)

| Name | Website | Location |
|----------------------------------|---|--|
| Cooperative for Education (CoEd) | http://cooperativeforeducation.org | Avenida 6, 2-44 Guatemala City Guatemala |

Why did you choose to partner with this organization and what will its role be?

The projects described in this grant are part of the Guatemala Literacy Project (GLP), a network of Rotarians and the 501(c)(3) nonprofit organization, Cooperative for Education (CoEd), to improve education for underserved students in Guatemala. (See the GLP website at www.guatemalaliteracy.org.) The GLP was founded in 1997, 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 North Raleigh, NC and Lander, WY to serve as International Co-Sponsors, and the Guatemala Literacy Project (GLP) was born. This informal network of clubs and districts grew over the years, and today the GLP is comprised of 7 Guatemalan clubs and over 600 international clubs from the US, Canada, Cayman Islands, England, Germany, and Japan. In any given year, over 150 clubs and districts financially participate directly in GLP project replications—either as funders or volunteers.

The GLP is an optimal partnership between Rotary clubs—that provide professional expertise, oversight, local relationships, and funding—and CoEd, which provides technical expertise, field staff, logistical support, and follow-up. The fruits of this partnership are projects that are sustainable for the long-term: Many GLP projects are still thriving 20 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 help 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 ‘Sustainability: Funding’ 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.

Partners (Optional)

List any other partners that will participate in this project.

Approximately 130 Rotary clubs and 25 Rotary districts will participate in the implementation of the projects established under this Global Grant.

Volunteer Travelers (Optional)

| No. | Name | Email |
|-----|------|-------|
|-----|------|-------|

Describe this person's role in the project.

Host sponsor confirmation of volunteer travelers

Rotarian Participants

Describe the role that host Rotarians will have in this project.

Members of the Nueva Guatemala Club will work with the North Bay Club and CoEd to:

- Supervise the process of selecting schools to enter the projects.
- Oversee the implementation plan for the projects.
- Assist in hosting a cadre member from The Rotary Foundation during required site visits.
- Travel to project schools to help deliver the physical assets (such as the books, equipment, and other supplies) and may participate in teacher training.
- Participate in a youth development program career skills workshop and may host groups of students at their workplaces.
- Ensure the sustainability of the activities and outcomes.
- Manage project spending, accounting, and reporting, along with RC North Bay.
- 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.
- Host approximately 50 international Rotary volunteers, who will travel to Guatemala to inaugurate and support the new programs.

Additionally, Guatemalan Rotarians, including Oscar Saenz of Nueva Guatemala, sit on the GLP Advisory Board. This governing body of Rotarians meets multiple times per year to provide input and advice on behalf of the 100+ sponsor clubs on topics such as project development, signage, and budget.

Describe the role that international Rotarians will have in this project.

Rotarians from the North Bay Club have been actively involved with similar GLP literacy programs since 2006, including participating in GLP program deliveries. They have established relationships with members of the Nueva Guatemala Club. In recent months, Nueva Guatemala Rotarians, North Bay Rotarians, and CoEd began working together to plan the projects described in this grant. Oscar Enrique Saenz Wirtz from Nueva Guatemala, Bill White from Calgary, 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 North Bay and other participating Rotary districts will travel to Guatemala to begin implementation of the computer, textbook, primary school reading, and youth development programs.

International sponsor Rotarians, including Bill White, along with Rotarians from other partnering clubs, will also travel to the project schools, help deliver the physical assets (such as the books and supplemental educational materials), 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 Oscar Enrique Saenz Wirtz and Bill White, using virtual meeting software, e-mail and phone. In cases where physical distance to project sites is large—and additional oversight is needed—host and international sponsors will work in partnership with CoEd staff, volunteers, and Rotarians from other clubs to ensure that proper oversight is maintained.

Finally, international Rotarians, including Bill White of North Bay, sit on the GLP Advisory Board, a governing body of Rotarians that provides input to the projects as described in the answer to the above question.

Budget

What local currency are you using in your project's budget?

The currency you select should be what you use for a majority of the project's expenses.

| Local Currency | U.S. dollar (USD) exchange rate | Currency Set On |
|----------------|---------------------------------|-----------------|
| USD | 1 | 29/03/2018 |

What is the budget for this grant?

List each item in your project's budget. Remember that the project's total budget must equal its total funding, which will be calculated in step 9. Every global grant includes a match of at least \$15,000 from The Rotary Foundation's World Fund. Project budgets, including the World Fund match, must be at least \$30,000.

| # | Category | Description | Supplier | Cost in USD | Cost in USD |
|----|--------------------|--|-------------------------------------|-------------|-------------|
| 1 | Equipment | Rotary Signage for All Programs | Proveedores Varios | 500 | 500 |
| 2 | Project management | Program Manager for All Programs | Cooperative for Education | 30000 | 30000 |
| 3 | Equipment | Textbooks for Textbook Program | Santillana SA | 64530 | 64530 |
| 4 | Equipment | Plastic Book Bags for Textbook Program | Anaja, SA | 229 | 229 |
| 5 | Equipment | Rotary Bookcovers for Textbook Program | José Obdul Castillo | 1893 | 1893 |
| 6 | Equipment | Laptop Computers for Textbook Program | IMEQMO, S.A. | 3400 | 3400 |
| 7 | Equipment | Projector Equipment for Textbook Program | IMEQMO, S.A. | 4600 | 4600 |
| 8 | Training | Textbook Training and Coaching for Textbook Program (5 trainers) | Cooperative for Education | 81903 | 81903 |
| 9 | Supplies | Supplies and Printing for Textbook School Teacher Training | Libreria Progreso, SA; Alma Choc | 1813 | 1813 |
| 10 | Equipment | USB Drives for Textbook School Teacher Training | Grupo RB, S.A. | 1864 | 1864 |
| 11 | Training | Meals and Transportation for Teachers for Textbook School | Proveedores Varios | 6240 | 6240 |

| | | | | | |
|----|-----------------------|---|--|--------|--------|
| | | Teacher Training | | | |
| 12 | Equipment | Reading Books for Primary Reading Program | Proveedores Varios | 123895 | 123895 |
| 13 | Supplies | Rotary Stickers and Stamps to label books for Primary Reading Program | Ricardo Murga | 2000 | 2000 |
| 14 | Supplies | School Supplies for Primary Reading Program | Proveedores Varios | 24800 | 24800 |
| 15 | Training | Meals for Teachers for Primary Reading Program | Proveedores Varios | 12896 | 12896 |
| 16 | Monitoring/evaluation | Evaluations and Measurable Outcomes | Universidad Del Valle de Guatemala, S.A.; EMSTAR Research, Inc | 34041 | 34041 |
| 17 | Training | Training Manual Printing for Primary Reading Program | Proveedores Varios | 500 | 500 |
| 18 | Training | Training Videos for Primary Reading Program | Proveedores Varios | 5000 | 5000 |
| 19 | Training | Trainers for Primary Reading Program (7 trainers) | Cooperative for Education | 127026 | 127026 |
| 20 | Equipment | Computers for Computer Center | Sega, S.A. | 22880 | 22880 |
| 21 | Monitoring/evaluation | Evaluations and Measurable Outcomes for Computer Center | Proveedores Varios | 15000 | 15000 |
| 22 | Equipment | Servers for Computer Center | Tecnasa, S.A. | 1100 | 1100 |
| 23 | Equipment | Interactive Projectors for Computer Center | IMEQMO | 1189 | 1189 |
| 24 | Equipment | Surge Protectors/UPSs for Computer Center | Tecnasa, S.A. | 208 | 208 |
| 25 | Equipment | Printers for Computer Center | IMEQMO | 240 | 240 |
| 26 | Equipment | Network Cabling, Electrical Wiring, and Charging Cart | Maynor Bonilla, Sega SA | 3535 | 3535 |
| 27 | Equipment | Maintenance Kits for Computer Center | PriceSmart, CIPRO, S.A. | 94 | 94 |

| | | | | | |
|----|-----------|---|---|------|------|
| 28 | Equipment | Security Alarms for Computer Center | Hector Rafael Poncio/Alarmas Universales | 329 | 329 |
| 29 | Equipment | File Cabinets for Computer Center | Interiores Corporativos | 75 | 75 |
| 30 | Equipment | White Boards for Computer Center | Distribuidora Dals | 49 | 49 |
| 31 | Supplies | School Supplies for Computer Center | Librería Progreso, Educación Para El Futuro | 50 | 50 |
| 32 | Equipment | Padlocks for Computer Center | Novex, S.A. | 40 | 40 |
| 33 | Equipment | Cooling Fans for Computer Center | Novex, S.A. | 74 | 74 |
| 34 | Training | ETC Iberoamerica Seminars and Teacher Training Transportation for Computer Center | ETC Iberoamerica | 300 | 300 |
| 35 | Equipment | Voltage Regulators for Computer Centers | Tecnasa, S.A. | 264 | 264 |
| 36 | Equipment | Dustcovers for Computer Centers | Kremlin Saul Castellanos | 182 | 182 |
| 37 | Equipment | Desks for Computer Centers | Interiores Corporativos | 3510 | 3510 |
| 38 | Equipment | Chairs for Computer Centers | Plasticos San Lucas | 260 | 260 |
| 39 | Equipment | Projector Equipment, Supplemental Educational Materials | IMEQMO, S.A. | 9775 | 9775 |
| 40 | Equipment | Classroom Furniture (Desks, Chairs, Bookshelves, File Cabinets, etc.), Supplemental Educational Materials | ABSA, S.A.; Carpintería Hernández | 3917 | 3917 |
| 41 | Equipment | Pencils, Sharpeners and Erasers, Supplemental Educational Materials | Librería Progreso | 456 | 456 |
| 42 | Training | Meals and Transportation for Student Field Trips in Youth Development Program | Proveedores Varios | 9343 | 9343 |
| | | | | | |

| | | |
|---------------|--------|--------|
| Total budget: | 600000 | 600000 |
|---------------|--------|--------|

Funding

Tell us about the funding you've secured for your project. We'll use the information you enter here to calculate your maximum possible funding match from the World Fund.

| # | Source | Details | Amount (USD) | Support* | Total |
|---|--------|---------|--------------|----------|-------|
|---|--------|---------|--------------|----------|-------|

*Whenever cash is contributed to the Foundation to help fund a global grant project, an additional 5 percent is applied to help cover the cost of processing these funds. Clubs and districts can receive Paul Harris Fellow recognition points for the additional expense.

How much World Fund money would you like to use on this project?

You may request up to 0.00 USD from the World Fund.

Funding Summary

Total funding:

Total budget:

600,000.00

Sustainability

Humanitarian Projects

Project planning

Describe the community needs that your project will address.

Like the rest of Guatemala's Western and Central Highlands, Alta Verapaz, Chimaltenango, El Quiché, Quetzaltenango, Sacatepéquez, and Totonicapán 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 touched a computer (5). Together, these factors virtually guarantee that the next generation will be no better off than the last.

Four 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 earliest grade levels (from preschool through grade 6).

Lack of books: Another significant contributing factor to the high rates of illiteracy in Alta Verapaz, Chimaltenango, El Quiché, Quetzaltenango, Sacatepéquez, 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 Alta Verapaz, Chimaltenango, El Quiché, Quetzaltenango, Sacatepéquez, 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.

Pressure from peers and family to drop out: Guatemala’s schools are dropout factories. 95% of poor, rural kids never graduate from high school (9). But we know that it takes 12 years of education for youth in Guatemala to break out of poverty (10). There are a lot of factors causing youth to drop out, such as gangs, teen pregnancy, and even low expectations from their own families, who believe that there’s no reason to send their kids to school past sixth grade and therefore choose to spend their limited financial resources on other needs.

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.
- (9) Global Education Monitoring Report, “World Inequality Database on Education,” retrieved 06/2016.
- (10) USAID, 2006 Tasas de Rentabilidad de la Educacion en Guatemala, pg. 27.

How did your project team identify these needs?

After many years of working within the communities of Alta Verapaz, Chimaltenango, El Quiché, Quetzaltenango, Sacatepéquez, 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.

Our needs assessments included meetings with school principals and teachers, who expressed a desire for improved education in their schools. 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.

How were members of the benefiting community involved in finding solutions?

After the communities have committed to participating in the project, local school officials remain in communication, providing additional information about their specific needs and helping develop a solution that is customized to that specific community. Principals, teachers, and the parent board help communicate the benefits of the projects to (and ensure buy-in from) other teachers and parents in the community who were not part of the initial meetings. Students who will participate in the Rise Youth Development Program suggest themes that they would like to learn about in the program’s workshops during the upcoming year.

How were community members involved in planning the project?

The local communities are involved in every step of the process. In each prospective community, the local representative of Guatemala’s Ministry of Education is consulted to identify the appropriate schools to

receive the programs. Once candidate schools are identified, principals and teachers take part in initial meetings to assess the school's interest in receiving the programs. Later, other parents in the community join with teachers and administrators to attend "town meeting" sessions with project staff 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 'Funding' section below). For example, community members provide specific input on what level of revolving fund fee is appropriate, what timetable will be reasonable for renewing their equipment, what type of equipment and services (e.g., Internet) will be able to meet their needs, etc.

During the grant period, the community receiving a computer center will be responsible for ensuring that the computers can be secured, and that they will be used in a room with adequate lighting, electrical power, ventilation, and air flow. The school principal will take the lead in hiring a computer center teacher from within the community or as close to the community as possible.

Project implementation

| # | 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, 2018 (1 month) |
| 2 | With the help of local residents, the school selected to receive a computer center makes needed modifications and improvements to the classroom(s) that will house the computers. (This process may happen sooner if funds are available.) | August, 2019 (1 month) |
| 3 | Contract evaluators from Del Valle University administer standardized reading assessments to 1st- and 2nd- grade students at a sample of schools selected to enter the Culture of Reading Program (CORP) to establish a baseline. | August, 2019 (1 month) |
| 4 | Rotarians and CoEd purchase computer equipment in Guatemala from a local retailer that sets up the computers in the center. A computer teacher is selected from the local community. (This process may happen sooner if funds are available.) | September – November, 2019 (3 months) |
| 5 | Rotarians and CoEd purchase textbooks in Guatemala. (This process may happen sooner if funds are available.) | Late November, 2019 (1 week) |
| 6 | With oversight from the Nueva Guatemala Rotarians, CoEd staff sort, package, and warehouse the textbooks. The newly selected computer teachers receive training in the standard computer center curriculum. | November 2019 – January 2020 (3 months) |
| 7 | Schools participating in the Culture of Reading Program (CORP) receive training materials (picture books, markers, construction paper, etc.) Classes begin. | January, 2020 (1 month) |
| 8 | CoEd's training staff deliver at least 16 training sessions to the teachers participating in the Culture of Reading Program (CORP), with some assistance from Rotary volunteers. | January – August, 2020 (8 months) |
| 9 | Rotarians from North Bay and other international clubs travel to Guatemala to assist Nueva Guatemala Rotarians and CoEd staff in delivering materials to the schools and inaugurating the projects. Teachers and students at the textbook | February – March, 2020 (2 months) |

| | | |
|----|--|---------------------------------------|
| | schools receive training in the effective use and care of the books. | |
| 10 | CoEd staff monitor and fine-tune CORP teachers' performance in the classroom and evaluate their success at using the early literacy methodology they've learned, with oversight from Rotary volunteers. | February – November, 2020 (11 months) |
| 11 | Contract evaluators from Del Valle University administer standardized reading assessments to 1st- and 2nd- grade students at a sample of CORP schools in February - August 2020, and other researchers compare them to baseline results from the same schools collected in February - August 2019. | February, 2020- February, 2021 |
| 12 | CoEd staff return to the computer center & textbook program schools periodically to perform additional training, provide technical support, and assess program performance. | March, 2020 – Future Years (ongoing) |

Will you work in coordination with any related initiatives in the community?

Yes

Briefly describe the other initiatives and how they relate to this project.

Our program will leverage ongoing efforts by other organizations in these communities. For example, the Rise Youth Development Program maintains a listing of other organizations providing complementary services, so that students can be referred in cases where their needs exceed the program's competencies. One such organization is the Women's Rights Initiative, which provides legal services in cases of sexual harassment or abuse, as well as several local hospitals and clinics where students can receive healthcare services.

Please describe the training, community outreach, or educational programs this project will include.

Nueva Guatemala Rotarians will work in conjunction with CoEd to select communities to receive the educational programs detailed throughout this application. In all, 217 primary-school teachers at 42 schools will receive Culture of Reading Program (CORP) training in early literacy instruction from CoEd trainers, with oversight from Rotary volunteers (in conjunction with the materials provided). Preschool, kindergarten, first and second-grade teachers participate in 30 total hours of group training in best practices for literacy instruction, divided into two consecutive days of 5 hours of training, at 3 different times during the year (in approximately January, April, and July). Curriculum content is based on the latest best practices in early literacy instruction. Between group seminars, each teacher in the program receives individual, in-class coaching sessions. During these sessions, teachers learn to take the strategies from the seminars and put them into practice with their own students. Past replications of this training program have resulted in first-graders scoring 69% better than the national average in reading comprehension (as measured by the ELGI test). Grade 3-6 teachers receive a more streamlined version of the training through a minimum of 2 five-hour training sessions throughout the year, enabling them to build on the lessons their students have learned in the earlier grades. The program also incorporates community outreach in the form of "book fairs" that bring parents into the schools to observe the types of activities their children are doing and encourage children to read with their parents.

Textbooks will be delivered to eight schools, with approximately 32 teachers at these schools—as well as about 128 additional teachers from schools that are renewing their textbooks with money saved in their revolving funds—receiving corresponding training by CoEd staff over the course of three eight-hour seminars per year. This training is modeled after the Culture of 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.

One school will receive a computer center, with a teacher selected by the school (with oversight from CoEd and Nueva Guatemala Rotarians). The teacher will receive training in the curriculum and general pedagogy as well as 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 follow-up coaching 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. 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 ensure that parents are depositing their children's fees into the revolving fund that the school will use to replace project materials before they wear out or become obsolete.

Nueva Guatemala Rotarians will provide their expertise to the Rise Youth Development Program by participating in workshops on a variety of topics, and possibly hosting student field trips to their workplaces, etc. Rise also aims to make parents part of their children's success. Two workshops per year for parents, conducted by CoEd staff, provide coaching on how they should be checking in with their children's teachers regularly and how they can participate in their children's learning. In addition to going over the application process and responsibilities of the program, workshops talk about how parents can create a positive environment at home for learning, using a constructivist methodology to help parents recognize what they are and aren't doing well, as well as how they can motivate/discipline their children in a positive way.

How were these needs identified?

During the Guatemala Literacy Project's 21-year history of implementing similar projects in Guatemala, we have been able to identify trends in needs among local school officials that have guided the development of the basic training component of these projects. The community needs assessments conducted during the nine months prior to submitting this application included meetings with school principals and teachers to consider whether these programs are a good fit for each community. Once schools and families have committed to participating in the programs, follow-up meetings and communications with school administration help to further identify ways that the training can be customized to best serve the specific communities benefiting from this Global Grant project.

What incentives (for example, monetary compensation, awards, certification, or publicity), will you use, if any, to encourage community members to participate in the project?

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 a computer center—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 the textbook, computer, and CORP components of this project 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 MINEDUC certification also makes it more likely that teachers will be permitted the time off necessary to attend the training sessions; anecdotal evidence from other projects in Guatemala not certified by the Ministry indicate that many local Ministry representatives do not permit teachers in their area the time away from teaching when the training has not been certified.

As an incentive to participate in the youth development component, students participating in that program receive sponsorships paid for personally by individuals in Guatemala and other countries around the world—many of whom are Rotarians involved with the Guatemala Literacy Project. The sponsorships help students overcome financial barriers to staying in school, such as tuition and fees, uniforms, school supplies, etc.

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.

List any community members or community groups that will oversee the continuation of the project after

grant-funded activities conclude.

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 Culture of Reading Program (CORP) receive supplies and participate in extensive professional development that transforms 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 of the seminars 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 ensure that parents are depositing their children's fees into the school's revolving fund (described in more detail in the 'Funding' section below), which will eventually enable the school to replace their books and computers. Schools receive ongoing logistical support and follow-up training from CoEd staff.

Students that have graduated from past iterations of the Rise Youth Development Program remain involved in the program by mentoring younger students. The students who benefit this year will also go on to provide support to younger students, ensuring community commitment to continuing the program.

Budget**Will you purchase budget items from local vendors?**

Yes

Explain the process you used to select vendors.

Training materials, books, computer equipment, and other supplies are selected by CoEd's Guatemala staff with oversight from local Rotarians. Beginning nine 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. After these meetings, CoEd staff continue to 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, educational level of children's literature for the Culture of Reading 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. Nueva Guatemala Rotarians review these quotes and authorize purchases before they are made. All products (textbooks, children's literature, computers, and other supplies) are purchased locally, which both supports Guatemala's economy and avoids the need to ship materials and clear customs.

Did you use competitive bidding to select vendors?

Yes

Please provide an operations and maintenance plan for the equipment or materials you anticipate purchasing for this project. This plan should include who will operate and maintain the equipment and how they will be trained.

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 book covers and heavy plastic bags to protect books from the elements.

As part of the standard computer center teacher training process, the teacher learns 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 teacher gains further knowledge about maintaining the technology by attending additional seminars offered by CoEd.

**Describe how community members will maintain the equipment after grant-funded activities conclude.
Will replacement parts be available?**

Once teachers and principals are empowered with the knowledge to maintain their materials as described above, responsibility for basic upkeep resides within the community. Basic care of the textbooks and computers ensures that they are able to last until enough money has been saved through student contributions to the school's "revolving fund" to replace the equipment. (Please see below for a more thorough description of this aspect of the project.)

If more complex technical problems arise, school officials may contact CoEd with any questions or for remote technical support. 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 help the schools in acquiring the replacement parts. In addition, when schools are ready to renew their materials with money saved through their revolving funds, CoEd assists with the process, including negotiating with suppliers to obtain volume discounts by purchasing materials for multiple schools at the same time.

If the grant will be used to purchase any equipment, will the equipment be culturally appropriate and conform to the community's technology standards?

Yes

Please explain.

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 Culture of Reading Program (CORP), 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 include:

–CORP: Teacher trainers from the cooperating organization review all literature 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. The books chosen acknowledge that some children enter school speaking only their indigenous language. For this reason, most kindergarten through second-grade books are primarily pictures with 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 begin to work in small reading groups to think critically about stories. 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 gustan," (Grades 3-4:) "Secreto de familia," "El lápiz," "Regalo sorpresa," "Un monstruo se comió mi nariz," (Grades 5-6:) "Bonícula," "Salvavidas," "Teresa de Calcuta," and "Vincent Van Gogh."

–Textbooks: Schools receive books in the core subjects of 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.

After the project is completed, who will own the items purchased by grant funds? No items may be owned by a Rotary district, club, or member.

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

Funding

Have you found a local funding source to sustain project outcomes for the long term?

Yes

Please describe this funding source.

The textbook projects and computer center 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). This model is described more fully in the reply to the following question.

Will any part of the project generate income for ongoing project funding? If yes, please explain.

The textbook projects and computer center 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 ensure that each participating family is depositing their children's fees into the 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—making sure that families have the knowledge they need to deposit their children's fees into a local bank. Thanks to this training, school administrators can be empowered to oversee the fee collection step of the process, and if 100% of the fees are not deposited, 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 21 years and has allowed 194 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., Montreal, Lisbon, and Atlanta).

Authorizations

Authorizations & Legal Agreements

Legal agreement

Global Grant Agreement

I confirm and agree to the following:

1. All information contained in this application is, to the best of our knowledge, true and accurate.
2. We have read the Terms and Conditions for Rotary Foundation District Grants and Global Grants ("Terms and Conditions") and will adhere to all policies therein.

3. The grant sponsors (“Sponsors”) shall defend, indemnify, and hold harmless Rotary International (RI) and The Rotary Foundation (TRF), including their directors, trustees, officers, committees, employees, agents, associate foundations and representatives (collectively “RI/TRF”), from and against all claims, including but not limited to claims of subrogation, demands, actions, damages, losses, costs, liabilities, expenses (including reasonable attorney’s fees and other legal expenses), awards, judgments, and fines asserted against or recovered from RI/TRF arising out of any act, conduct, omission, negligence, misconduct, or unlawful act (or act contrary to any applicable governmental order or regulation) resulting directly or indirectly from a Sponsor’s and/or participant’s involvement in grant-funded activities, including all travel related to the grant.

4. The failure of the parties to comply with the terms of this Agreement due to an act of God, strike, war, fire, riot, civil unrest, hurricane, earthquake, or other natural disasters, acts of public enemies, curtailment of transportation facilities, political upheavals, acts of terrorism, or any similar cause beyond the control of the parties shall not be deemed a breach of this Agreement. In such an event, the Agreement shall be deemed terminated and the Sponsors shall refund all unexpended global grant funds within 30 days of termination.

5. TRF’s entire responsibility is expressly limited to payment of the total financing amount. TRF does not assume any further responsibility in connection with this grant.

6. TRF reserves the right to cancel the grant and/or this Agreement without notice upon the failure of either or both of the Sponsors to abide by the terms set forth in this Agreement and the Terms and Conditions. Upon cancellation, TRF shall be entitled to a refund of any global grant funds, including any interest earned, that have not been expended.

7. The laws of the State of Illinois, USA, without reference to its conflicts of laws principles, shall govern all matters arising out of or relating to this Agreement, including, without limitation, its interpretation, construction, performance, and enforcement.

8. Any legal action brought by either party against the other party arising out of or relating to this Agreement must be brought in either, the Circuit Court of Cook County, State of Illinois, USA or the Federal District Court for the Northern District of Illinois, USA. Each party consents to the exclusive jurisdiction of these courts, and their respective appellate courts for the purpose of such actions. Nothing herein prohibits a party that obtains a judgment in either of the designated courts from enforcing the judgment in any other court. Notwithstanding the foregoing, TRF may also bring legal action against Sponsors and/or individuals traveling on grant funds in any court with jurisdiction over them.

9. This Agreement binds and benefits the parties and their respective administrators, legal representatives, and permitted successors and assigns.

10. If any provision of this Agreement is determined to be illegal, invalid or unenforceable, the remaining provisions of this Agreement shall remain in full force and effect.

11. Sponsors may not assign any of its rights under this Agreement except with the prior written consent of TRF. Sponsors may not delegate any performance under this Agreement without the prior written consent of TRF. Any purported assignment of a Sponsor’s rights or delegation of performance without TRF’s prior written consent is void.

12. TRF may assign some or all of its rights under this Agreement to an associate foundation of TRF. TRF may delegate any performance under this Agreement to an associate foundation. Any other purported assignment of TRF’s rights or delegation of performance without the Sponsors’ prior written consent is void.

13. Sponsors will comply with all economic and trade sanctions, including those implemented by the Office of Foreign Assets Control (OFAC) of the United States Department of Treasury, and will ensure that they do not support or promote violence, terrorist activity or related training, or money laundering.

14. This Agreement constitutes the final agreement between the parties. No amendment or waiver of any provision of this Agreement shall be effective unless it is in the form of a writing signed by the parties.

15. Rotary International (RI) and TRF may use information contained in this application and subsequent

reports to promote the activities by various means such as The Rotarian, Rotary Leader, rotary.org, etc. Unless indicated otherwise in writing, by submission of the photos, the parties hereby grant to RI and TRF the worldwide right to publish and use the photos, including but not limited to, in RI and TRF publications, advertisements, and Web sites and on social media channels and to license use to others, including, but not limited to, media outlets and its partners and through RI's online image database, for the purposes of promoting Rotary. By submitting the photos, the parties represent and warrant that all persons appearing in the photos have given their unrestricted written consent to use their likenesses and to license use to third parties.

16. The Sponsors agree to share information on best practices when asked, and TRF may provide their contact information to other Rotarians who may wish advice on implementing similar activities.

17. The Sponsors will ensure that all individuals traveling on grant funds have been informed of the travel policies stated in the Terms and Conditions and have been made aware that they are responsible for obtaining travel insurance.

Primary contact authorizations

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.

All Authorizations & Legal Agreements Summary

Primary contact authorizations

| Name | Club | District | Status |
|------------------------------|-----------------|----------|--------|
| William White | North Bay | 7010 | |
| Oscar Enrique Saenz Wirtz | Nueva Guatemala | 4250 | |

District Rotary Foundation chair authorization

| Name | Club | District | Status |
|--------------------------|-------------------------------|----------|--------|
| Susan Cook | Penetanguishene | 7010 | |
| Julio Villalta Rivera | Real de Minas- Tegucigalpa | 4250 | |

DDF authorization

| Name | Club | District | Status |
|------|------|----------|--------|
|------|------|----------|--------|

Legal agreement

| Name | Club | District | Status |
|---------------|-----------|----------|--------|
| Charles Verge | North Bay | 7010 | |

Bank Information
