The Rotary Foundation Global Grant Application Draft
Guatemala Literacy Project – Quetzaltenango & Chimaltenango

The grant application is an online form. This is a copy of the draft grant application.

All school names/regions, numbers to be served, and numbers of participating Rotary Clubs/Districts are estimates only and will be filled in with more accurate estimates prior to submitting the application.

✓ Step 1: Basic Information

What's the name of your project?

> Guatemala Literacy Project – Chimaltenango, Quetzaltenango, & Sacatepéquez

What type of project are you planning? [Check all that apply.]

A humanitarian project
Address community needs and produce sustainable, measurable outcomes

Select the primary host and international contacts for this Project.

Name	Club	District	Sponsor	Role
Sue Zanin	Windsor-Roseland	6400	Club	International
Marco Herrera	Quetzaltenango	4250	Club	Host

✓ Step 2: Committee Members

Who will serve on the grant's Host committee?

#	Name	Club	District	Role
1	Luis José de Paz	Quetzaltenango	4250	Secondary Contact
2	Juan Luis Telón	Quetzaltenango	4250	Secondary Contact

Who will serve on the grant's International committee?

#	Name	Club	District	Role
1	Marie Merschback	Windsor-	7010	Secondary International Contact

		Roseland		
2	Paula Talbot	Windsor-Roseland	7010	Secondary International Contact

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

No

✓ Step 3: 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 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.

(1) The Spark Reading Program provides professional development that enables primary-school teachers to become experts in reading instruction. The program delivers between 36 and 75 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 and in-class coaching, 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 220 teachers and 5,546 students in 20 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 the cooperating organization, CoEd, and overseen by local Rotarians), which is used to replace books once they wear out. The textbook projects will benefit 16 teachers and 264 students in 4 schools. Approximately 164 additional teachers and principals 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. Many of 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) GLP computer centers prepare middle-school students to enter the workforce by providing 60-90 minutes per week of hands-on technological instruction, using a curriculum that conforms to the standards of Guatemala's national curriculum and covers approximately 34 lessons over the course of a year. Certified computer teachers train students in the use of standard business software (word processors, spreadsheets,

presentation tools, database tools, web navigation, basic programming, etc). In program year 2022, this aspect of the project will involve piloting the use of innovative new routers to create a local wireless intranet of educational content that will expand technology use and education beyond the walls of the computer classroom to benefit additional students and subjects at these schools. The routers will benefit 16 teachers and 532 students in 4 schools with GLP Computer Centers.

(4) The Rise Youth Development Program works to reduce gender disparities in education in Guatemala and provide students the tools they need to succeed in school and in life. (In some areas of Guatemala where we work, there are 1.5 boys in school for every girl.) Rise provides programing to get girls (and some boys) into school and keep them there, helping them envision a brighter future for themselves. Rise trainers provide: (a) education in the areas of workforce preparation, life skills, social and emotional learning (self-esteem, goal-setting, etc.), and gender equality; (b) one-on-one tutoring; and (c) individualized follow-up to help students, especially girls, address barriers to staying in school. Students benefit from extracurricular programming like workshops (some of which involve Rotarians from Quetzaltenango and other Guatemalan clubs) and field trips to local businesses or post-secondary education opportunities that help them explore other possibilities for their future, beyond subsistence farming. All students participating in the program are matched with sponsors from 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 Rise Program will benefit 673 students in 16 communities.

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 23-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, school supplies, and other educational resources—as well as essential training to enhance teachers' pedagogic and technical skills, and to provide students, especially girls, with the skills to stay in school and graduate as the next generation of young leaders.

✓ Step 4: Areas of Focus

Which area of focus will this project support?

Basic education and literacy

✓ Step 5: Measuring Success

Which goals of this area of focus will your project support? [Select all that apply]

- ✓ 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?

No.	Measure	Measurement Method	Measurement Schedule	Beneficiaries
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 2021 to October 2022. In all, the project will provide Spark Reading Program training and materials to 220 primary school teachers (benefiting 5,546 primary students), provide textbooks to 264 secondary school students and corresponding training to 16 teachers (as well as 164 additional teachers and principals, many from schools renewing their GLP textbooks with money saved through their sustainability funds); provide routers to expand technology access school-wide for 532 students in 4 schools with GLP computer centers and corresponding training to 16 teachers and provide Rise Youth Development Program activities to 673 students (for a total of at least 7,431 direct beneficiaries).	Direct Observation	Every six months	2,500+
2	Number of benefiting school-aged children	Public records	Every year	2,500+
3	Number of institutions participating in the program	Grant records and reports	Every year	20-49
4	Other: Children participating in the Spark Reading Program will become competent and enthusiastic readers, as evaluated by staff of the cooperating organization using graded reading tools.	Testing	Every year	100-499
5	Other: Teachers receiving training through the Spark Reading 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. 75% of primary-school teachers who are eligible to receive certification will become certified in the program's methodology.	Direct observation	Every two months	100-499
6	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
7	Other: Computer Center schools receiving	Direct observation	Every six months	500-999

	routers use the technology with their students, as measured by data gathered from the routers indicating academic use.			
8	Other: Teachers at the schools receiving routers are empowered to use them in courses outside of computer class. At least 75% of teachers at these schools will attend training to learn to use the router with their students.	Direct observation	Every year	1-19
9	Other: The dropout rate for students in the Rise Youth Development Program will be less than 7% during the 2022 school year.	Grant records and reports	Every year	500-999
10	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 (optional)

011-502-2312-6000

Email (optional)

info@coeduc.org

Address (optional)

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 24-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 Program Evaluation, Katie Dawson, who oversees the measurable results collection, holds a graduate certificate in Assessment and Evaluation from the University of Cincinnati. Finally, CoEd knows how to leverage best practices and existing resources for measurement collection. For example, for the Spark Reading Program, CoEd training staff will administer graded reading tools developed by USAID for the Guatemalan context to a sample of Spark students to evaluate their progress. CoEd also maintains responsibility for directly collecting the information to evaluate all

other aspects of the project, including textbooks, computers, and youth development activities.

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.

✓ **Step 6: Location and Dates**
Where will your project take place?

City or town

Textbook Programs: CEDCOM (66 students), La Libertad (66 students), Chanchicupe (66 students), and Cabañas (66 students); Spark Reading Programs in 4 schools in the Quetzaltenango B Cluster (59 teachers and 1,640 students), 4 schools in the Santa Apolonia B Cluster (42 teachers and 1,045 students), 4 schools in the Zaragoza Cluster (44 teachers and 1,021 students), and 6 schools in the Western Chimaltenango Cluster (75 teachers and 1,840 students); and Rise Youth Development Program: Santiago Sacatepéquez (52 students), Santa Maria Cauqué (43 students), Santo Domingo Xenacoj (55 students), Santa Lucía Milpas Altas (61 students), Magdalena Milpas Altas (41 students), Cerritos Asunción (48 students), Patzún (45 students), Saquitacaj (51 students), Chimazat (33 students), Hacienda María (42 students), Paley (63 students), Yepocapa (72 students), Las Camelias (25 students), Pajales (14 students), Caliaj (16 students), and Caquixajay (12 students); Routers for Computer Centers: El Aguacate (155 students), El Estor Diversificado (178 students), Llano Grande (98 students), and Santa Cruz (101 students).

Province or state (optional)

Alta Verapaz, Baja Verapaz, Chimaltenango, El Progreso, Quiché, Huehuetenango, Quetzaltenango, Sacatepéquez, San Marcos, Sololá, and Totonicapán

Country

Guatemala

When will your project take place?

Start date

August 1, 2021

End date

March 31, 2023

Step 7: Participants

Cooperating Organizations (optional)

Name	Website	Location	
Cooperative for Education (CoEd)	http://coeduc.org	Km. 29.5, Carretera Interamericana 0-00, Casco Urbano, Zona 2 San Lucas Sacatepéquez, Guatemala	📎

Do any committee members have a potential conflict of interest related to a cooperating organization?

No

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, Saint Kitts and Nevis, England, Germany, Poland, Italy, 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, Cooperative for Education shall:

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- Work with the host club to develop and implement the community needs assessment and make recommendations for the program scope, implementation plan, and budget.

- Collaborate with the host and international partners in the purchase and distribution of books, supplies, and other educational materials to schools in the designated areas served by Global Grant #2012567.

- Provide training to teachers, principals, secretaries, and students to ensure the programs' success (e.g. management of the fees collected by the schools, referred to as "revolving funds," proper use of educational materials, etc.)

- Serve as the "bank" for the project rental fees ("revolving fund"), holding the sustainability funds in-trust until such time that the schools need them to purchase new books and/or routers.

- Provide logistical support for a team of approximately 50 Rotary volunteers for the inaugurations and visits to participating schools.

- Contract with independent auditors at its own expense in both the U.S. and Guatemala to provide oversight of the organization's financial records.

- Ensure that the project is transparent, accountable, and compliant with all RI rules and stipulations.

- Maintain contact with Rotary sponsors by phone, email, and in-person.

Partners (optional)

List any other partners that will participate in this project.

149 Rotary clubs and 19 Rotary districts will provide support for the projects established under this Global Grant.

Volunteer Travelers (optional)

Rotarian Participants

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

Members of the Quetzaltenango Club will:

- Participate in the development of the community needs assessment and resulting recommendations for schools the grant will serve, scope of the project, and budget proposal.

- 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 implement the projects in person, and may participate in teacher training.

- Participate in the Rise Youth Development Program, including a career skills workshop and hosting groups of students at their workplaces when feasible.*

- Ensure the sustainability of the activities and outcomes, overseeing the monitoring and evaluation of the projects.

- Manage project spending, accounting, and reporting, in consultation with RC Windsor-Roseland.

- 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.

A member of the Quetzaltenango club, currently Marco Herrera, will serve on the GLP Advisory Board until the grant is deemed closed by The Rotary Foundation. 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.

*Note that any Rotarian who will participate in Rise Youth Development Program workshops will be required to read the Rotary Youth Protection Guide before attending program activities. In addition, they will be required to read and sign Cooperative for Education's Youth Protection Policy; the signed policies are kept on file by CoEd. Any volunteer, Rotarian or non-Rotarian, who participates in activities with students will never be left unsupervised with students unless they have completed necessary background checks and additional training.

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

Members of the Windsor-Roseland Club will:

- Work with their district and others to help build a broad base of club and district support for Global Grant #2012567 initiatives, and work in cooperation with Cooperative for Education to maintain accurate, up-to-date records of contributions deposited directly into the project bank account.

- Be apprised of the results of the community assessment and participate in decisions and recommendations resulting from the assessment that will determine which schools the grant will serve, scope of the projects, and budget proposal.

- Serve as the custodian of project funds, including establishing a separate USD bank account to receive direct-to-project funds as well as grant disbursements from The Rotary Foundation, and forwarding grant payments promptly to Cooperative for Education as reimbursement for project spending, contingent on review and approval of project spending.

- As much as possible, send representatives from its club or district to Guatemala to participate in the inauguration of the textbook and primary school reading programs; help deliver the physical assets (such as the books and supplemental educational materials); and spend time with the students who benefit from the Rise Youth Development Program.* The club will actively promote and encourage involvement of Rotarians whose clubs contributed to this grant.

- In cases where physical distance to project sites is large, and additional oversight is needed, work in partnership with Cooperative for Education staff, volunteers, and Rotarians from other clubs to ensure that proper oversight is maintained.

A member of the Windsor-Roseland club, currently Sue Zanin, will serve on the GLP Advisory Board until the grant is deemed closed by The Rotary Foundation. The GLP Advisory Board is a governing body of Rotarians that provides input to the projects as described in the answer to the above question.

*Note that any Rotarian who will interact with Rise Youth Development Program students will be required to complete the youth protection activities described in the answer to the above question.

✓ Step 8: Budget

Local Currency

USD

U.S. dollar (USD) exchange rate

1

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 USD from The Rotary Foundation's World Fund. Project budgets, including the World Fund match, must be at least 30,000 USD.

#	Category	Description	Supplier	Cost

#				in USD
1	Signage	Rotary Signage for All Programs	Proveedores Varios	500
2	Project management	Program Manager for All Programs	Asociación COED	29200
3	Equipment	Textbooks and Supplemental Materials for Textbook Program	Santillana SA; Anaja, SA; José Obdul Castillo; IMEQMO, S.A.	24246
4	Training	Textbook Training and Coaching for Textbook Program (2 trainers)	Asociación COED	42215
5	Training	Training Expenses for Textbook Program	Libreria Progreso, SA; Alma Choc; Grupo RB, S.A.; Proveedores Varios	12717
6	Equipment	Reading Books and Materials for Primary Reading Program	Proveedores Varios	124200
7	Supplies	School Supplies for Primary Reading Program	Proveedores Varios	25300
8	Training	Trainers for Primary Reading Program (6 trainers)	Asociación COED	101657
9	Training	Training Expenses for Primary Reading Program	Proveedores Varios	19829
10	Equipment	Routers for Digital Education in Computer Centers	Proveedores Varios	5000
11	Training	Meals and Transportation for Student Field Trips in Youth Development Program	Proveedores Varios	1000
12	Training	Trainers for Youth Development (9 trainers)	Asociación COED	63087
13	Operations	Contingency for Currency Fluctuation	Proveedores Varios	49
			Total budget:	449000

Supporting documents (optional)

✓ Step 9: 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
	Cash from club	*Your club name here*	*Your club donation here*		
	DDF	*Your district number here*	*Your district's DDF match here*		

Note: This is a draft copy of the online application. The table above will be updated online as pledges come in. The numbers below reflect the projected final funding for this grant.

How much World Fund money would you like to use on this project? *(projected)*

103500

Funding summary *(projected)*

DDF contributions: $103,500
Cash contributions: $217,000
Endowed directed gift: $25,000
Financing subtotal (matched contributions + World Fund): $449,000
Total funding: $449,000
Total budget: $449,000

✓ Step 10: 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, Baja Verapaz, Chimaltenango, El Progreso, Quiché, Huehuetenango, Quetzaltenango, Sacatepéquez, San Marcos, Sololá, 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. One out of three indigenous Guatemalans cannot read or write (1); their average school attainment is less than 5 years (2); 4 out of 5 live in poverty (3), and 40% 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 the departments this grant will serve—33% 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, Baja Verapaz, Chimaltenango, El Progreso, Quiché, Huehuetenango, Quetzaltenango, Sacatepéquez, San Marcos, Sololá, and Totonicapán, technological literacy is also critical for escaping poverty; approximately 60% of entry-level jobs in Guatemala 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. For schools that have received computers under past GLP global grants, their quality of education is transformed; however, this technology could still be used more optimally. Out of a school of ~300 kids, maybe only 25 can fit in the computer classroom at one time. Since those centers were established, new technology is now available such as digital routers that would expand access to the computer center's local intranet—packed with educational content such as internet simulation, Kahn Academy classes, digital libraries, and much more—to anyone on the school campus with a laptop (e.g. teachers of other subjects) or a smartphone (which are prevalent in rural Guatemala, though families often lack funds to buy data to access the internet from home). Students could even log on using a smartphone (without incurring any data costs) from outside the school to do their homework after-hours (or even when schools are not in session due to a pandemic or similar issue!)

Pressure from peers and family to drop out: Guatemala's schools are dropout factories. 90% of kids living in poverty 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 (especially girls) 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. In some areas where we work, girls are especially disadvantaged and there is great gender disparity in education, with 1.5 boys in school for every girl. (11)

Citations:

(1) UNDP Human Development Report Guatemala 2015-16, pg. 338.
(2) UNDP Human Development Report Guatemala 2015-16, pg. 57.
(3) CIA World Factbook: Guatemala, https://www.cia.gov/library/publications/the-world-factbook/geos/print_gt.html, retrieved 1/19/2019.
(4) Ibid.
(5) CoEd survey of new schools receiving computer centers under a past Rotary Grant, 2015.
(6) UNDP Human Development Report Guatemala 2015-16, pg. 338.
(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 12/2019.

(10) USAID, 2006 Tasas de Rentabilidad de la Educacion en Guatemala, pg. 27.
(11) Guatemalan Ministry of Education Statistics, 2016.

How did your project team identify these needs?

After many years of working within the communities of Alta Verapaz, Baja Verapaz, Chimaltenango, El Progreso, Quiché, Huehuetenango, Quetzaltenango, Sacatepéquez, San Marcos, Sololá, and Totonicapán—including an extensive community needs assessment detailed in the community needs documentation that will be uploaded in the Budget: Supporting Documents section—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 Ministry of Education supervisors, school principals, teachers, and community leaders, who expressed a desire for improved education in their schools, as well as community assemblies to take a vote on whether they wish to participate in the project. The community needs assessments were conducted mainly by CoEd staff, with oversight 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. Community members participate in developing a customized fee and savings plan for their textbook program or the new router for their computer center. 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 particular aspects or details of the program's themes that they would like to learn about in Rise 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. The initial meetings for our needs assessments typically begin at the departmental level (Guatemala is divided into departments similar to states in the U.S., e.g. Chimaltenango, Quetzaltenango, etc.) by consulting with the Ministry representative for each prospective region to identify the appropriate schools to receive the programs. Once candidate schools are identified, CoEd staff also meet with principals and teachers to assess the school's interest in receiving the programs, and encourage the schools to invite the parents' committees as well. Some

parents' committees send representatives to meetings with CoEd staff at this stage (and there is usually also coordination in the form of internal meetings between the principals and parents' committees). At these "town meeting" sessions with project staff, parents 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). CoEd project staff continue to work with each of these communities to develop the project according to their school's specific needs, providing further opportunities to involve the parents' committees in decisions such as amount of revolving fund fees (and corresponding timeline for replacement of materials), types of materials provided (e.g., which textbook subjects they wish to receive), etc. CoEd ensures that at least one meeting with parents takes place in each community before materials are actually delivered. Once they have participated in this meeting, the parents' committees help communicate the benefits of the projects to (and ensure buy-in from) other parents in the community who were not present at the meetings.

Parents and other community members are also involved once project implementation begins. Once the textbook programs are up and running, parents regularly contribute fees to the revolving fund. Most parents attend the inauguration of their school's new program (where a representative of the parents' committee also typically gives a speech), sharing their stories with visiting Rotarians and CoEd staff. Parents of students in the Rise Youth Development Program attend two program workshops specifically for parents, where they learn how to take an active role in supporting their children's education at home. CoEd staff are occasionally invited to attend additional parent assembly meetings once the program begins, and are happy to do so.

Project implementation

Summarize each step of your project's implementation.

No.	Activity	Duration
1	Rotarians oversee the cooperating organization, CoEd, in assessing community needs in the Guatemalan departments to be served by the projects and select preliminary candidates to receive the programs. (Pre-project groundwork.)	January 2019 – November 2020 (23 months)
2	Rotarians and CoEd purchase router equipment in Guatemala and CoEd sets up the routers in the computer centers that have expressed interest in piloting this technology.	September – November, 2021 (3 months)
3	CoEd's training staff deliver initial, two-day training sessions (21 hours at each level of instruction (K-3, 4-6) in each regional cluster) to the teachers participating in the Spark Reading Program. Computer teachers and additional teachers at the schools receiving routers attend training in the latest best practices for computer education, including use of their new router. Initial five-hour textbook teacher training seminars are also conducted.	November, 2021 (1 month)
4	Schools participating in the Spark Reading Program receive training materials (picture books, markers, construction paper, etc.) CoEd staff conduct any further initial Spark training sessions that were not conducted in November. Classes begin.	January, 2022 (1 month)
5	Rotarians and CoEd purchase textbooks in Guatemala and arrange delivery to the benefiting schools.	January – February, 2022 (2 months)
6	CoEd's training staff deliver additional five-hour seminars to Textbook Program teachers.	March 2022 (1 month)

7	CoEd's training staff deliver additional, one-day (7 hours for each training level (K-3, 4-6) in each regional cluster) training sessions to the teachers participating in the Spark Reading Program.	April 2022 (1 month)
8	Rise trainers conduct 10-13 workshops each in 12 of the communities benefiting from the program (Rise students from additional communities will travel to these centralized locations), while also monitoring student grades, providing social support, and doing individualized follow-up with students at risk of dropping out.	January – November, 2022 (11 months)
9	Rotarians from Windsor-Roseland and other international clubs travel to Guatemala to assist Quetzaltenango 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 the books.	February – March, 2022 (2 months)
10	CoEd staff monitor and fine-tune Spark teachers' performance in the classroom, evaluating student reading performance and teachers' success at using the early literacy methodology they've learned, with oversight from Rotary volunteers.	February – November, 2022 (10 months)
11	CoEd staff return to the computer center & textbook program schools periodically to perform additional training, provide technical support, and assess program performance.	March, 2022 – Future Years (ongoing)
12	Textbook and computer center teachers receive additional training.	June 2022 (1 month)
13	Students in the Rise Youth Development Program complete field trips and service projects.	September – November, 2022 (3 months)
14	Guatemalan Rotarians in the GLP family participate in graduation ceremonies for Spark teachers and Rise students.	November 2022 (1 month)

Will you work in coordination with any related initiatives in the community? [yes or no]

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.

Quetzaltenango Rotarians will work in conjunction with CoEd to select communities to receive the educational programs detailed throughout this application. Complete details about the training that the project will provide can be found in the GG2012567_Training_Plan document that will be uploaded in the Budget: Supporting Documents section. In all, 220 primary-school teachers at 20 schools will receive training in early literacy instruction from CoEd trainers, with oversight from Rotary volunteers (in conjunction with the materials provided). All primary-school teachers participate in 21 total hours of group training in best practices for literacy instruction, offered in units of two seven-hour days in November or January, plus one additional seven-hour day in approximately April. 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-grade Spark students learning twice as much as students in a control group without Spark (as measured by a randomized control trial evaluation of student results on the Evaluación de Lectura en Grados Iniciales test, a Guatemalan adaptation of the widely-used Early Grade Reading Assessment). The program also incorporates community outreach to engage parents in the types of activities their children are doing and encourage children to read with their parents.

Textbooks will be delivered to 4 schools, with approximately 16 teachers at these schools—as well as about 164 additional teachers and principals, many 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 five-hour seminars per year. This training is modeled after the Spark 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.

Four schools with GLP computer centers will receive routers to expand technology access beyond the walls of their center's classroom, enabling teachers of all subjects to have access to a school-wide intranet of educational resources. The teachers will receive training in the curriculum and general pedagogy as well as the use, management, and maintenance of the technology. They will also receive follow-up coaching every two to four 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.

Quetzaltenango Rotarians will provide their expertise to the Rise Youth Development Program by participating in a career skills workshop and hosting groups of students at their workplaces when feasible (after completing required youth protection activities as described in the "Participants" section). Counseling for students in the Rise Youth Development Program is provided by staff members of Cooperative for Education who hold Bachelor's Degrees in Psychology, Education, and Social Work; these staff been carefully vetted and trained during CoEd's hiring and onboarding process, including passing criminal background checks. They have attended additional training from JUCONI (a foundation in Mexico that addresses the consequences of domestic violence) in techniques for supporting families suffering from violence and trauma. Finally, these staff agree to abide by CoEd's code of ethics. 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 24-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, detailed more fully in the community needs documentation that will be uploaded in the Budget: Supporting Documents section, included meetings with Ministry of Education supervisors, school principals, teachers, and parents 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 and parents' committees 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 reading 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 the Rise 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. CoEd staff members are also collaborating with the Ministry of Education to determine the best ways in which the new system and roles of local and regional Ministry supervisors can inform the work of these officials and enhance sustainability of the projects.

Teachers in the Spark Reading Program 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. The fact that all of these materials are locally sourced also provides the added benefit of a locally covered warranty, particularly in the case of the router equipment. Principals at these schools receive additional 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 equipment. Schools receive ongoing logistical support and follow-up training from CoEd staff.

Students who 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. In the two years leading up to the submission of this application, needs analyses for these specific communities 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, educational level of children's literature for the Spark 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. Quetzaltenango Rotarians review these quotes and authorize purchases before they are made. All products (textbooks, children's literature, routers, 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

Do any committee members have a potential conflict of interest related to a vendor?

No

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 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.) as well as more complex tasks like performing regular preventative care and maintenance for the computer and router equipment (performing software updates, carrying out anti-virus procedures, updating server configurations, 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 technology equipment 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. 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 or no]

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 Spark 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 include:

–Spark Reading Program: 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 P-2:) "Si yo fuera un Koala," "¿Eres tu mi mamá?", "¿Donde vives, caracol?", "Abuelita fue al mercado," (Grades 3-4:) "Max y el pájaro," "¿Qué hace acá una mariposa?", "Selena, selena," "La fiesta sorpresa," (Grades 5-6:) "Don Batuta busca músicos para su orquesta," "Vacas guapas," "Siete noches con Paula," and "La rebelión de las palabras."

–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 Norma) 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 router equipment delivered through 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 router equipment delivered through 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 routers are expected to last 5-10 years for an investment of only approximately $1,000, so their addition will create a very small monthly cost increase to the fees that these students are already paying to use the computer center at their schools.

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. The revolving fund is customized to the needs of each community—if the typical fee is too burdensome for families, the fee can be set at a lower amount, simply by lengthening the timeline to planned replacement of their books or equipment.

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 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 technology equipment 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 24 years and has allowed 201 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, Atlanta, and Toronto).

Step 11: Review and Lock
Step 12: Authorizations