

## Basic Information

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### Grant title

Guatemala Literacy Project - Chimaltenango, Sacatepéquez, Quetzaltenango, Sololá

### Type of Project

#### Humanitarian Project

Address community needs and produce sustainable, measurable outcomes

### Primary Contacts

Name	Club	District	Sponsor	Role
Claire Parrish-Lane	Rice Lake	5960	Club	International
Beatriz Aguilar	Valle de Guatemala	4250	Club	Host

## Committee Members

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### Host committee

Name	Club	District	Role
Cristian Monterroso H.	Valle de Guatemala	4250	Secondary Contact
Sylvia Portocarrero Herrera	Valle de Guatemala	4250	Secondary Contact
Alfredo Pérez	Valle de Guatemala	4250	Secondary Contact

### International committee

Name	Club	District	Role
Robert Buehler	Rice Lake	5960	Secondary Contact International
Heidi Weber	Rice Lake	5960	Secondary Contact International

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

No

## Project Overview

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### **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 30 and 96 children's books (per teacher) for reading in the classroom every day, along with 10 take-home reading cards per each student for reading at home with their family. 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 223 teachers and 5,397 students in 26 schools.

(2) A textbook project increases 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 the school rents them to their students for a small fee (\$1.50/month). These fees enter a sustainability fund (managed by the cooperating organization, Cooperative for Education (CoEd), and overseen by local Rotarians), which is used to replace books once they wear out. The textbook project will benefit 3 teachers and 325 students in 1 school. Approximately 197 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. Most 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. A certified computer teacher trains students in the use of standard business software (word processors, spreadsheets, presentation tools, database tools, web navigation, basic programming, etc). The computer center will benefit 1 teacher and 115 students in 1 school.

(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 programming 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 Valle de Guatemala and other Guatemalan clubs) and opportunities to gain insight into local businesses or post-secondary education, helping 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 1,102 students in 19 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 25-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.

## Areas of Focus

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### Which area of focus will this project support?

Basic education and literacy

## Measuring Success

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Basic education and literacy

### Which goals will your activity support?

Supporting programs that strengthen a community’s ability to provide basic education and literacy to all;  
Working to reduce gender disparity in education

### How will you measure your project's impact? You need to include at least one standardized measure from the drop-down menu as part of your application.

Measure	Collection Method	Frequency	Beneficiaries
Total number of direct beneficiaries: CoEd will collect numbers of enrolled students from project schools and maintain ongoing records of training participants from November 2023 to October 2024. In all, the project will provide Spark Reading Program training and materials to 223 primary school teachers (benefiting 5,397 primary students), provide textbooks to 325 secondary school students and corresponding training to 3 teachers (as well as 197 additional teachers and principals, many from schools renewing their GLP textbooks with money saved through their sustainability funds); provide computer education to 115 secondary school students and corresponding training to 1 teacher; and provide Rise Youth Development Program activities to 1,102 students (for a total of at least 7,363 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	20-49

Children participating in the Spark Reading Program will become competent and enthusiastic readers, as measured by results on the Medicion Independiente de Aprendizajes (MIA) graded reading tools, implemented by Spark Program trainers with support from independent evaluator FUDESA. 1st- and 2nd-grade students in the program are expected to improve their reading scores significantly more than students without the program.	Testing	Every year	100-499
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 four months	50-99
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 their computer class (which incorporates a total of 34 lessons, covered throughout the school year), reported by the computer center teacher to CoEd staff for analysis.	Direct observation	Every year	50-99
The computer center teacher will achieve competency with the technology, as measured by achieving certification from ETC Iberoamerica during the training process.	Testing	Every year	1-19
The dropout rate for students in the Rise Youth Development Program will be less than 7% during the 2024 school year.	Grant records and reports	Every year	500-999
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**

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

Cooperative for Education (CoEd) has a 25-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 staff member overseeing program evaluation, Mayra Sidler Guzman, holds a Master’s in Public Administration with a Certificate in Nonprofit Management (with a focus on research, quantitative and qualitative data analysis, and program evaluation design and implementation) from the Northern Kentucky University.

Finally, CoEd knows how to engage local Rotarians and pull in other local experts to advise in measurement collection. CoEd maintains responsibility for directly collecting information to evaluate all aspects of this project, including textbooks, computers, and youth development activities—each of which use standard measurements implemented across previous GLP Global Grants. More recently, CoEd trainers have attended training from the CIESAS Research Center in Mexico in the administration of Medicion Independiente de Aprendizajes (MIA) research instruments. The MIA tools, which were developed by CIESAS as part of a UNESCO-supported network (Red PAL) with the mission of evaluating international progress toward the Sustainable Development Goals, provide valuable feedback on program design that can be used to guide future implementation. For the Spark Reading Program in particular, CoEd staff also oversee the involvement of Fundación de Educación y Desarrollo Social (FUDESA Guatemala) in the collection and/or analysis of MIA results, which not only enable us to know if the intervention is working, but also provide feedback about specific student progress in real-time, so teachers can help them improve.

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

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### Humanitarian Project

**Where will your project take place?**

**City or town**

Computer center: IEBC Nojibal (115 students); Textbook Program: IEBC Yepocapa (325 students); Spark Reading Programs in 4 schools in the San Martin Jilotepeque Cluster B (21 teachers and 407 students), 3 schools in the Acatenango Cluster (27 teachers and 679 students), 3 schools in the San Juan Ostuncalco Cluster C (24 teachers and 511 students) 2 schools in the Antigua Cluster G (29 teachers and 609 students), 6 schools in the San Martin Jilotepeque Cluster A (41 teachers and 945 students), 4 schools in the Yepocapa Cluster C (39 teachers and 1,213 students), 4 schools in the San Juan Ostuncalco Cluster B (42 teachers and 1,033 students); and Rise Youth Development Program: Santiago Sacatepéquez (72 students), San Bartolomé Milpas Altas (22 students), Santa María Cauqué (42 students), Santo Domingo Xenacoj (76 students), Santa Lucía Milpas Altas (65 students), Magdalena Milpas Altas (47 students), Cerritos Asunción (44 students), Patzún (100 students), Saquitacaj (48 students), San Jose Poaquil (63 students), Chimazat (85 students), Hacienda María (67 students), Paley (58 students), Las Camelias (14 students), Yepocapa (135 students), Quisaché (41 students), Santo Tomás (32 students), Experimental Tecpán (31 students), and San Martin Jilotepeque (60 students)

**Province or state**

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

**Country**

Guatemala

**When will your project take place?**

2023-08-01 to 2025-03-31

**Participants**

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**Cooperating Organizations (Optional)**

Name	Website	Location
Cooperative for Education (CoEd)	<a href="https://www.cooperativeforeducation.org">https://www.cooperativeforeducation.org</a>	Km. 29.5, Carretera Interamericana 0-00 San Lucas Sacatepéquez Guatemala

**Supporting Documents**

- GG2238721\_Memorandum\_of\_Understanding\_Signed.pdf

**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](http://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 800 international clubs from the US, Canada, Cayman Islands, Bahamas, 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:

- 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, computers, and other educational materials to schools in the designated areas served by Global Grant #2238721.
- 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 equipment and/or materials.
- 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.**

144 Rotary clubs and 23 Rotary districts will provide support for the projects established under this Global Grant.

#### Rotarian Participants

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

Members of the Valle de Guatemala 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 Rice Lake.
- 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 Valle de Guatemala club, currently Beatriz Aguilar, 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 Rice Lake Club will:

- Work with their district and others to help build a broad base of club and district support for Global Grant #2238721 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 computer, 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 Rice Lake club, currently Claire Parrish, 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.

## 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.

<b>Local Currency</b>	<b>U.S. dollar (USD) exchange rate</b>	<b>Currency Set On</b>
USD	1	31/05/2022

### 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	Signage	Rotary Signage for All Programs	Proveedores Varios	750	750
2	Project management	Project Manager for All Programs	Asociación COED	28825	28825
3	Equipment	Textbooks and Supplemental Materials for Textbook Program	Santillana, S.A.; Activa Educa; Anaja, S.A.; José Obdul Castillo; Smartech	33693	33693
4	Training	Textbook Training and Coaching (5 trainers)	Asociación COED	66490	66490
5	Training	Training Expenses for Textbook Program	Librería Progreso, S.A.; Fredy Del Cid; José Obdul Castillo; Grupo RB, S.A.; Proveedores Varios	15330	15330
6	Equipment	Reading Books and Materials for Primary Reading Program	FCE. Generación de Demanda; Amanuense; Activa Educa; Eden del Libro; Librería Progreso; Platino; Santillana; Grupo MR; Ricardo Murga	144375	144375
7	Supplies	School Supplies for Primary Reading Program	Libreria Progreso S.A., Intermediarios Químicos, Impresos MR	26760	26760
8	Training	Trainers for Primary Reading Program (8 trainers)	Asociación COED	100050	100050



**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
1	District Designated Fund (DDF)	6960	2,000.00	0.00	2,000.00
2	Cash from Club	Downey	5,000.00	250.00	5,250.00
3	District Designated Fund (DDF)	5450	5,250.00	0.00	5,250.00
4	Cash from Club	Summit County (Frisco)	6,000.00	300.00	6,300.00
5	Cash from Club	Arvada	1,000.00	50.00	1,050.00
6	Cash from Club	Belleville	1,400.00	70.00	1,470.00
7	District Designated Fund (DDF)	7070	2,000.00	0.00	2,000.00
8	Cash from Club	Aspen	5,000.00	250.00	5,250.00
9	Cash from Club	Barron County Sunrise	300.00	15.00	315.00
10	Cash from Club	Big Sky	4,000.00	200.00	4,200.00
11	Cash from Club	Boardman	5,000.00	250.00	5,250.00
12	Cash from Club	Brockville	152.00	7.60	159.60
13	Cash from Club	Brunswick	300.00	15.00	315.00
14	Cash from Club	Burton upon Trent	128.00	6.40	134.40
15	Cash from Club	Byesville	1,200.00	60.00	1,260.00
16	Cash from Club	Calgary	10,000.00	500.00	10,500.00
17	Cash from Club	Calgary Chinook	374.00	18.70	392.70
18	Cash from Club	Carbondale	1,000.00	50.00	1,050.00
19	Cash from Club	Centerville-Farmington	1,000.00	50.00	1,050.00
20	Cash from Club	Central Citrus County	260.00	13.00	273.00
21	Cash from Club	Chesterfield Scarsdale	125.00	6.25	131.25
22	Cash from Club	Clinton	100.00	5.00	105.00

23	Cash from Club	Coeur d'Alene Sunrise	2,000.00	100.00	2,100.00
24	Cash from Club	Collin County	1,000.00	50.00	1,050.00
25	Cash from Club	Coronado	1,500.00	75.00	1,575.00
26	Cash from Club	Cortland	600.00	30.00	630.00
27	Cash from Club	Coshocton	500.00	25.00	525.00
28	Cash from Club	Culver City	2,000.00	100.00	2,100.00
29	Cash from Club	Dartmouth	359.00	17.95	376.95
30	Cash from Club	Dearborn Heights	250.00	12.50	262.50
31	Cash from Club	Doncaster	156.00	7.80	163.80
32	Cash from Club	Downtown Deland	1,000.00	50.00	1,050.00
33	Cash from Club	Dunedin	500.00	25.00	525.00
34	Cash from Club	Durango Daybreak	1,000.00	50.00	1,050.00
35	Cash from Club	East Nassau	1,000.00	50.00	1,050.00
36	Cash from Club	E-Club of District 7610	250.00	12.50	262.50
37	Cash from Club	Ephrata	1,000.00	50.00	1,050.00
38	Cash from Club	Estero	1,040.00	52.00	1,092.00
39	Cash from Club	Evanston	1,000.00	50.00	1,050.00
40	Cash from Club	Fairfax	1,500.00	75.00	1,575.00
41	Cash from Club	Fruita	2,500.00	125.00	2,625.00
42	Cash from Club	Fullerton	1,000.00	50.00	1,050.00
43	Cash from Club	Garden of the Gods (Colorado Springs)	500.00	25.00	525.00
44	Cash from Club	Grand Cayman	2,500.00	125.00	2,625.00
45	Cash from Club	Central Cayman Islands	4,800.00	240.00	5,040.00
46	Cash from Club	Grande Prairie	10,985.00	549.25	11,534.25
47	Cash from Club	Grayson County	2,000.00	100.00	2,100.00
48	Cash from Club	Greater Gainesville	1,050.00	52.50	1,102.50

49	Cash from Club	Green Tree	250.00	12.50	262.50
50	Cash from Club	Grosse Pointe-Sunrise	1,000.00	50.00	1,050.00
51	Cash from Club	Guatemala Oeste	500.00	25.00	525.00
52	Cash from Club	Guatemala Vista Hermosa	500.00	25.00	525.00
53	Cash from Club	Inverness	500.00	25.00	525.00
54	Cash from Club	Kenilworth	11,178.00	558.90	11,736.90
55	Cash from Club	Ketchikan (The First City)	780.00	39.00	819.00
56	Cash from Club	Kings Bay-Crystal River	1,000.00	50.00	1,050.00
57	Cash from Club	Kingsville Southshore	500.00	25.00	525.00
58	Cash from Club	Guatemala de la Asunción	1,000.00	50.00	1,050.00
59	Cash from Club	Ladysmith	500.00	25.00	525.00
60	Cash from Club	Laguna Beach	1,915.00	95.75	2,010.75
61	Cash from Club	Lake Butler	300.00	15.00	315.00
62	Cash from Club	Lansing	10,000.00	500.00	10,500.00
63	Cash from Club	LaSalle-Centennial	500.00	25.00	525.00
64	Cash from Club	Leavenworth	1,000.00	50.00	1,050.00
65	Cash from Club	Livingston Sunrise (Brighton)	1,000.00	50.00	1,050.00
66	Cash from Club	London South	374.00	18.70	392.70
67	Cash from Club	Mandarin	1,000.00	50.00	1,050.00
68	Cash from Club	Marin Sunrise	500.00	25.00	525.00
69	Cash from Club	McKinney Sunrise	500.00	25.00	525.00
70	Cash from Club	Monte Vista	1,000.00	50.00	1,050.00
71	Cash from Club	Moses Lake	4,000.00	200.00	4,200.00
72	Cash from Club	Mount Vernon	500.00	25.00	525.00
73	Cash from Club	Nanaimo	2,058.00	102.90	2,160.90
74	Cash from Club	New Brighton/Mounds View	500.00	25.00	525.00
75	Cash from Club	New Waterford	718.00	35.90	753.90

76	Cash from Club	Niagara-on-the-Lake	5,000.00	250.00	5,250.00
77	Cash from Club	North Bay	1,796.00	89.80	1,885.80
78	Cash from Club	North Raleigh	2,000.00	100.00	2,100.00
79	Cash from Club	Old Montreal	1,000.00	50.00	1,050.00
80	Cash from Club	Orange County Digital	208.00	10.40	218.40
81	Cash from Club	Oro Valley	2,000.00	100.00	2,100.00
82	Cash from Club	Peachtree City	1,000.00	50.00	1,050.00
83	Cash from Club	Pensacola	1,000.00	50.00	1,050.00
84	Cash from Club	Peoria North	3,000.00	150.00	3,150.00
85	Cash from Club	Pinehurst	500.00	25.00	525.00
86	Cash from Club	Pine River Valley Centennial (Bayfield-Ignacio)	520.00	26.00	546.00
87	Cash from Club	Plymouth	2,000.00	100.00	2,100.00
88	Cash from Club	Port Hardy	741.00	37.05	778.05
89	Cash from Club	Rice Lake	8,000.00	400.00	8,400.00
90	Cash from Club	Rochester Risers	125.00	6.25	131.25
91	Cash from Club	Rugby Saturday Breakfast	575.00	28.75	603.75
92	Cash from Club	Salem	250.00	12.50	262.50
93	Cash from Club	Snowmass Village	3,000.00	150.00	3,150.00
94	Cash from Club	Southam 2000	239.00	11.95	250.95
95	Cash from Club	Spring Hill	100.00	5.00	105.00
96	Cash from Club	Starke	2,350.00	117.50	2,467.50
97	Cash from Club	Stillwater Sunrise	1,000.00	50.00	1,050.00
98	Cash from Club	Sudbury	1,437.00	71.85	1,508.85
99	Cash from Club	Summerland	648.00	32.40	680.40
100	Cash from Club	Swadlincote	119.00	5.95	124.95
101	Cash from Club	Thunder Bay (Lakehead)	250.00	12.50	262.50

102	Cash from Club	Tillsonburg	225.00	11.25	236.25
103	Cash from Club	Trenton	1,000.00	50.00	1,050.00
104	Cash from Club	Tucson (Casas Adobes)	2,000.00	100.00	2,100.00
105	Cash from Club	Tustin/Santa Ana	500.00	25.00	525.00
106	Cash from Club	Tysons Corner	1,000.00	50.00	1,050.00
107	Cash from Club	Valle de Guatemala	3,000.00	150.00	3,150.00
108	Cash from Club	Waterdown	380.00	19.00	399.00
109	Cash from Club	Waupaca	1,000.00	50.00	1,050.00
110	Cash from Club	Wayne	1,000.00	50.00	1,050.00
111	Cash from Club	Wayne	1,000.00	50.00	1,050.00
112	Cash from Club	Wellington	374.00	18.70	392.70
113	Cash from Club	Whidbey-Westside	1,000.00	50.00	1,050.00
114	Cash from Club	Windsor-Roseland	2,000.00	100.00	2,100.00
115	Cash from Club	Winnipeg St. Boniface-St. Vital	1,078.00	53.90	1,131.90
116	Cash from Club	Yarmouth	700.00	35.00	735.00
117	Cash from Club	Yorba Linda Sunrise	10,000.00	500.00	10,500.00
118	Cash from Club	York	1,000.00	50.00	1,050.00
119	Cash from Club	Zanesville	500.00	25.00	525.00
120	Cash from Club	Gainesville	250.00	12.50	262.50
121	Cash from Club	Baker County	1,500.00	75.00	1,575.00
122	Cash from Club	Berkeley	52.00	2.60	54.60
123	Cash from Club	Breckenridge-Mountain	830.00	41.50	871.50
124	Cash from Club	Coeur d'Alene	5,000.00	250.00	5,250.00
125	Cash from Club	Woodstock	500.00	25.00	525.00
126	Cash from Club	Wheaton	1,000.00	50.00	1,050.00
127	Cash from Club	Salem	1,000.00	50.00	1,050.00
128	Cash from Club	Phoenix	1,000.00	50.00	1,050.00

129	Cash from Club	The San Juan Islands	200.00	10.00	210.00
130	Cash from Club	Nipawin Passport	741.00	37.05	778.05
131	Cash from Club	Duluth	1,500.00	75.00	1,575.00
132	District Designated Fund (DDF)	1060	5,996.00	0.00	5,996.00
133	District Designated Fund (DDF)	4250	5,000.00	0.00	5,000.00
134	District Designated Fund (DDF)	5060	7,148.00	0.00	7,148.00
135	District Designated Fund (DDF)	5080	7,000.00	0.00	7,000.00
136	District Designated Fund (DDF)	5320	11,915.00	0.00	11,915.00
137	District Designated Fund (DDF)	5330	1,000.00	0.00	1,000.00
138	District Designated Fund (DDF)	5470	16,020.00	0.00	16,020.00
139	District Designated Fund (DDF)	5495	5,000.00	0.00	5,000.00
140	District Designated Fund (DDF)	5960	25,000.00	0.00	25,000.00
141	District Designated Fund (DDF)	6110	5,000.00	0.00	5,000.00
142	District Designated Fund (DDF)	6380	1,000.00	0.00	1,000.00
143	District Designated Fund (DDF)	6400	5,000.00	0.00	5,000.00
144	District Designated Fund (DDF)	6690	3,200.00	0.00	3,200.00
145	District Designated Fund (DDF)	6950	5,000.00	0.00	5,000.00
146	District Designated Fund (DDF)	7020	8,300.00	0.00	8,300.00



147	District Designated Fund (DDF)	7780	2,000.00	0.00	2,000.00
148	District Designated Fund (DDF)	6220	1,000.00	0.00	1,000.00
149	District Designated Fund (DDF)	5550	1,900.00	0.00	1,900.00
150	Cash from Club	Westminster	2,500.00	125.00	2,625.00
151	Cash from Club	Rochester	300.00	15.00	315.00
152	Cash from Club	Moncton	1,000.00	50.00	1,050.00
153	Cash from Club	Salmon Arm	500.00	25.00	525.00
154	Cash from Club	Parker-Cherry Creek Valley	1,000.00	50.00	1,050.00
155	Cash from Club	Windsor (1918)	438.00	21.90	459.90
156	Cash from Club	D7040 Passport	370.00	18.50	388.50
157	District Designated Fund (DDF)	6940	2,000.00	0.00	2,000.00
158	Cash from Club	Newark	500.00	25.00	525.00
159	District Designated Fund (DDF)	6440	1,400.00	0.00	1,400.00
160	Cash from Club	Le Sueur	1,000.00	50.00	1,050.00
161	Cash from Club	Durango High Noon	2,000.00	100.00	2,100.00
162	Cash from Club	Rotherham Sitwell	330.00	16.50	346.50
163	Cash from Club	Rhondda	110.00	5.50	115.50
164	Cash from Club	Woodstock	1,006.00	50.30	1,056.30
165	Cash from Club	Sidney	359.00	17.95	376.95
166	Cash from Club	Richmond Hill	371.00	18.55	389.55
167	Cash from Club	Edinburgh	309.00	15.45	324.45
168	Endowed/Directed gift T10576	4250	100,000.00	0.00	100,000.00

\*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 103,303.00 USD from the World Fund.

103303

### Funding Summary

<b>DDF contributions:</b>	129,129.00
<b>Cash contributions:</b>	220,183.00
<b>Endowed/Directed gift contributions:</b>	100,000.00
<b>Financing subtotal (matched contributions + World Fund):</b>	552,615.00
<b>Total funding:</b>	552,615.00
<b>Total budget:</b>	552,615.00

## Sustainability

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### 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). In the wake of the COVID-19 pandemic, this will also be the most crucial juncture for catching up on the learning that was missed while in-person learning was suspended for two years.

**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 most 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. 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](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.

### **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 uploaded in the 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. Optimally, we seek alignment between the four components of GLP programs (i.e., implementing Spark training at primary schools that feed into middle schools with GLP textbooks or computers), but this is not a requirement to receive the projects. The top priority for GLP projects is to respond to the specific needs as expressed by each school and community, following the lead and commitment of local leadership at each level of implementation.

Our needs assessments include meetings with Ministry of Education supervisors, school principals, teachers, and community leaders, who have expressed a desire for improved education in their schools, as well as consultation with families in the community. The community needs assessments are conducted by CoEd staff in partnership with Rotary volunteers, both of whom will continue to work closely with the selected communities during every step of the process. Given the length of the application and review process, the communities participating in these needs assessments will have to wait two years before seeing any benefit from the projects. During that time, leadership frequently turns over. Therefore, if the current school leaders at the time of project implementation reverse the decisions of previous committees to participate in GLP projects, we will conduct new needs assessments with alternative schools. These are schools that have proactively reached out to the GLP to request the program—and are ready to meet all of the program's requirements—to take the place of any schools that have decided that it is not the best time to implement a GLP program in their school. 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 expressed interest in 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 computer center or textbook program. 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 consultations. 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 (along with host Rotarians where feasible) also consult with principals and teachers to assess the school’s interest in receiving the programs, and encourage the schools to discuss the project with their parents’ committees as well. Some parents’ committees representatives typically participate in discussions with CoEd staff and Rotarians at this stage (and there is usually also internal coordination between the principals and parents’ committees). 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. desktop vs. laptop computers, 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. In the case of the computer centers, if the community requests that a desktop computer center be set up in a dedicated classroom, the parents take the lead in renovating the space that will house the computers. Once the textbook and computer center 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.**

Do not include sensitive personal data, such as government ID numbers, religion, race, health information, etc. If you include personal data, you are responsible for informing those whose personal data is included that you are providing it to Rotary and that it will be processed in accordance with Rotary’s [Privacy Policy](#).

#	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 2021 – January 2023 (25 months)
2	With the help of local residents, the school selected to receive a computer center makes needed modifications and improvements to the classroom that will house the computers.	August 2023 – January 2024 (6 months)
3	Rotarians and CoEd purchase computer equipment in Guatemala and CoEd sets up the computers in the center. (This process may happen sooner if funds are available.)	October 2023–January 2024 (4 months)
4	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. The computer teachers receive 64 hours of training in the standard computer center curriculum. Initial five-hour textbook teacher training seminars are also conducted.	November, 2023 (1 month)

5	Schools participating in the Spark Reading Program receive training materials (picture books, take-home reading cards, markers, construction paper, etc.) CoEd staff conduct any further initial Spark training sessions that were not conducted in November. Classes begin.	January, 2024 (1 month)
6	Rotarians and CoEd purchase textbooks in Guatemala and arrange delivery to the benefiting schools.	January – February, 2024 (2 months)
7	CoEd’s training staff deliver additional five-hour seminars to Textbook Program teachers.	March 2024 (1 month)
8	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 2024 (1 month)
9	Rise trainers guide students through the youth development curriculum, while also monitoring student grades, providing social support, and doing individualized follow-up with students at risk of dropping out.	January – November, 2024 (11 months)
10	Rotarians from Rice Lake and other international clubs travel to Guatemala to assist Valle de Guatemala Rotarians and CoEd staff in delivering materials to the schools and inaugurating the projects. Teachers and students at the textbook schools receive training in the effective use and care of the books.	February – March, 2024 (2 months)
11	CoEd staff monitor and fine-tune Spark teachers’ performance in the classroom, evaluating student reading performance (in collaboration with FUDESA to implement analysis of MIA reading assessments) and teachers’ success at using the early literacy methodology they’ve learned, with oversight from Rotary volunteers.	February – November, 2024 (10 months)
12	CoEd staff return to the computer center & textbook program schools periodically to perform additional training, provide technical support, and assess program performance.	March, 2024 – Future Years (ongoing)
13	Textbook and computer center teachers receive additional training.	June 2024 (1 month)
14	Students in the Rise Youth Development Program build leadership skills by getting involved in local service projects. Guatemalan Rotarians in the GLP family participate in graduation ceremonies for Spark teachers and Rise students.	September – November 2024 (1 month)

**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.**

Valle de Guatemala Rotarians 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 GG2238721\_Training\_Plan document uploaded in the Supporting Documents section. In all, 223 primary-school teachers at 26 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, informed by recent findings about neuroscience and the ideal strategies for teaching and learning to read based on these findings. Training also incorporates new tips, strategies and tools that teachers can use if they need to implement hybrid or distance education. The in-person training is supplemented by 24 hours (four 6-hour modules) of training in a virtual learning platform (originally developed in response to the COVID-19 pandemic) that enables teachers to complete lessons and prep work on their own, allowing in-person sessions to focus on more interactive practice. 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. Each student receives 10 take-home reading cards, along with parent guides that enable parents—many of whom are illiterate themselves—to help their child read at home every day.

Textbooks will be delivered to 1 school, with approximately 3 teachers at this school—as well as about 197 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.

One school will receive a computer center. The technology 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 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.

Valle de Guatemala Rotarians (as well as other Guatemalan Rotarians from clubs in the GLP family) 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). Social support for students in the Rise Youth Development Program is provided by staff members of Cooperative for Education who typically hold Bachelor’s Degrees in Education; these staff have 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, and agree to abide by CoEd’s code of ethics. Students also have the option to receive telecounseling through partnership with local counseling service Tu Consejería. Finally, Rise 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 25-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 uploaded in the 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!) The benefits of these interventions last long into the future. Thanks to the intensive training and coaching (which are the primary focus of the Spark and Rise components of the GLP, as opposed to the primarily material-provision components of textbooks and computers), GLP projects produce changes in attitudes and behaviors that become part of teachers' and students' repertoire for life. In the Spark Reading Program, previously-trained teachers continue, every day, to teach their students to read better, faster, and earlier. In the Rise Youth Development Program, previously educated youths continue to get better jobs, earn more, and help educate younger siblings. The benefits of previous Global Grants continue to accrue to the beneficiaries and their communities, long into the future. For example, even if the GLP stopped today, the 1,000+ teachers that have received Spark training in previous global grants, will educate approximately 2.1 million future children before they retire—without any further financial investment by Rotary or CoEd.

### **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. To ensure future access to reading materials, the program empowers teachers with the knowledge to find their own low-cost or free reading materials to use with their students. Access to local reading materials also increases organically over the years thanks to the handmade books that students author as part of the Spark Reading Program curriculum.

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 computer 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 computers. (Since Guatemala's government mandates free primary school, a revolving fund structure similar to that used by the textbook project and computer center is an impossibility for the Spark Reading Program.) 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 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, type of computing equipment, 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. Valle de 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 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 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 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.) Since the reading books provided by Spark remain in the classroom instead of going home with students each night like textbooks do, they will naturally remain in usable condition for far longer, giving the classroom library time to grow through the books that students handmake each year as part of the curriculum.

If more complex technical problems arise, school officials may contact CoEd with any questions or for remote technical support. The computers supplied for the new centers are purchased with a three-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 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 K-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," "Vacaciones 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

### **Does your project involve microcredit activities?**

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

Yes

### **Please describe this funding source.**

The textbook and computer projects 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 project 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. 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 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 25 years and has allowed 222 communities to replace their books at least once since 1996. It is a time-proven model and has been featured

## Supporting Documents

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- GG2238721\_Needs\_Assessments.xlsx
- GG2238721\_Training\_Plan.pdf

## Authorizations

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### Authorizations & Legal Agreements

#### **Legal agreement**

Global Grant Agreement - to be authorized by the primary contacts and club presidents (or DRFC chairs if district-sponsored)

This Global Grant Agreement (Agreement) is entered into by The Rotary Foundation of Rotary International (TRF) and the grant sponsors (Sponsors). In consideration of receiving this Rotary Foundation Global Grant (Grant) from TRF, the Sponsors agree that:

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 Global Grants (Terms and Conditions) and will adhere to all policies therein.
3. The Sponsors shall defend, indemnify, and hold harmless Rotary International (RI) and TRF, including their respective directors, trustees, officers, committee members, employees, agents, associate foundations and representatives (collectively Rotary), 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 Rotary 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, government regulation, war, fire, riot, civil unrest, hurricane, earthquake, or other natural disasters, acts of public enemies, curtailment of transportation facilities, political upheavals, civil disorders, outbreak of infectious disease or illness, 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 to TRF 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 from the Sponsors 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 their 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 may use information contained in this application and subsequent reports for promotional purposes, such as in Rotary magazine, in Rotary Leader, on rotary.org and on social media. For any and all photographs submitted with any application or follow-up report, the Sponsor hereby grants to Rotary an unlimited, perpetual, worldwide right and license to use, modify, adapt, publish, and distribute the photograph(s) in any media now known or hereafter devised, including but not limited to, in Rotary publications, advertisements, and Websites and on social media channels. The Sponsor represents and warrants that (a) each adult appearing in the photograph(s) has given her/his/their unrestricted written consent to the Sponsor to photograph them and to use and license their likeness, including licensing the photograph(s) to third parties, (b) the parent or guardian of each child under age 18 or each person who lacks legal capacity appearing in the photograph(s) has given unrestricted written consent to the Sponsor to photograph the child or individual and to use and license their likenesses, including licensing the photograph(s) to third parties, and (c) it is the copyright owner of the photograph(s) or that the copyright owner of the photograph(s) has given the Sponsor the right to license or sublicense the photograph(s) to Rotary.

16. Privacy is important to Rotary and any personal data that the Sponsor shares with Rotary will only be used for official Rotary business. The Sponsor should minimize the personal data of Grant beneficiaries that it shares with TRF to only personal data that TRF specifically requests. Personal data that is shared with TRF will be used to enable the Sponsor's participation in this Grant process, to facilitate the Sponsor's Grant experience and for reporting purposes. Personal data provided to TRF may be transferred to Rotary service providers (for example, affiliated entities) to assist Rotary in planning Grant-related activities. By applying for a grant, the Sponsor may receive information about the Grant and supplementary services via email. For further information about how Rotary uses personal data, please contact [privacy@rotary.org](mailto:privacy@rotary.org). Personal data provided to TRF or collected on this form is subject to [Rotary's Privacy Policy](#).

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

18. 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.

19. To the best of our knowledge and belief, all relationships between grant committee members, district officers, and other members of the sponsor clubs or districts and any scholarship recipients, cooperating organizations, project vendors, or other individuals or organizations that will benefit from the grant have been disclosed in this application. Except as disclosed here, neither we nor any person with whom we have or had a personal or business relationship will benefit or intends to benefit from Rotary Foundation grant funds or have any interest that may represent a potential conflicting interest. A conflict of interest occurs when someone is in a position to make or influence a decision about a grant or scholarship that could benefit them, their family, their business, or an entity in which they serve in a paid or voluntary leadership or advisory position.

### **Primary contact authorizations**

Global Grant Agreement - to be authorized by the primary contacts and club presidents (or DRFC chairs if district-sponsored)

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**District Rotary Foundation chair authorization**

I hereby certify that this global grant application is complete, meets all Foundation guidelines, is eligible for funding, and that the sponsoring club and/or district is qualified.

All Authorizations & Legal Agreements Summary

**Primary contact authorizations**

Name	Club	District	Status	
Claire Parrish-Lane	Rice Lake	5960	Authorized	Authorized on 17/02/2023
Beatriz Aguilar	Valle de Guatemala	4250	Authorized	Authorized on 24/02/2023

**District Rotary Foundation chair authorization**

Name	Club	District	Status	
Margaret Horning	Stillwater Sunrise	5960	Authorized	Authorized on 18/02/2023
Julio Grazioso	Guatemala Vista Hermosa	4250	Authorized	Authorized on 17/02/2023

**DDF authorization**

Name	Club	District	Status	
Neil Snyder	Marco Island Sunrise	6960	Authorized	Authorized on 18/02/2023
James Hinck	Charlotte Harbor Sunset	6960	Authorized	Authorized on 17/02/2023
Nnabuchi	E-Club One of	5450	Authorized	Authorized on 23/02/2023

Anikpezie	District 5450			
David Willman	Aurora Gateway	5450	Authorized	Authorized on 23/02/2023
Iosif Ciosa	Etobicoke	7070	Authorized	Authorized on 18/02/2023
Robert Wallace	Port Hope	7070	Authorized	Authorized on 18/02/2023
John Parkinson	Arbury	1060	Authorized	Authorized on 20/02/2023
Peter Ramage	Redditch Kingfisher	1060	Authorized	Authorized on 18/02/2023
Julio Grazioso	Guatemala Vista Hermosa	4250	Authorized	Authorized on 17/02/2023
Carolina Corzo	Guatemala Vista Hermosa	4250	Authorized	Authorized on 17/02/2023
Pete Erickson	Moses Lake	5060	Authorized	Authorized on 18/02/2023
Karl Ruether	Leavenworth	5060	Authorized	Authorized on 20/02/2023
Linda Bauer	Richland	5080	Authorized	Authorized on 17/02/2023
William Dunwoody	District 5080 Passport Peacebuilder	5080	Authorized	Authorized on 18/02/2023
Kevin Padilla	Placentia	5320	Authorized	Authorized on 20/02/2023
Daniel Ouweleen	Fullerton	5320	Authorized	Authorized on 18/02/2023
Douglas Baker	La Quinta of the Desert	5330	Authorized	Authorized on 27/02/2023
Donald Casper	Indio	5330	Authorized	Authorized on 27/02/2023
Samuel Kevan	Delta	5470	Authorized	Authorized on 18/02/2023
David Wood	Salida	5470	Authorized	Authorized on 18/02/2023
Charles Tegarden	Kingman Route 66	5495	Authorized	Authorized on 22/02/2023
Larry Horton	Tempe Rio Salado	5495	Authorized	Authorized on 25/02/2023
Margaret Horning	Stillwater Sunrise	5960	Authorized	Authorized on 18/02/2023
Dayle Quigley	St. Paul	5960	Authorized	Authorized on 18/02/2023
Edwin Hardesty	Southeast Tulsa	6110	Authorized	Authorized on 17/02/2023
Catherine Webster	@parent.name@	6110	Authorized	Authorized on 19/02/2023



Ashish Sarkar	Ann Arbor	6380	Authorized	Authorized on 24/02/2023
Bala Murthy	Troy	6380	Authorized	Authorized on 25/02/2023
Traci Sincock	Northville	6400	Authorized	Authorized on 18/02/2023
Susan Goldsen	Passport to Service	6400	Authorized	Authorized on 20/02/2023
Price Finley	Upper Arlington	6690	Authorized	Authorized on 20/02/2023
Lawrence Jenkins	Westerville Sunrise	6690	Authorized	Authorized on 20/02/2023
Charles Rogers	New Port Richey	6950	Authorized	Authorized on 18/02/2023
Troy Willingham	St. Petersburg	6950	Authorized	Authorized on 18/02/2023
Rupert Ross	St. Croix West	7020	Authorized	Authorized on 18/02/2023
Deborah Howell	St. Croix West	7020	Authorized	Authorized on 28/02/2023
David Underhill	Portsmouth	7780	Authorized	Authorized on 18/02/2023
Claudia Frost	Brunswick	7780	Authorized	Authorized on 19/02/2023
David Anderson	Wausau Early Birds	6220	Authorized	Authorized on 22/02/2023
Roger Utnehmer	Wausau Early Birds	6220	Authorized	Authorized on 19/02/2023
Fred Wright	Kenora	5550	Authorized	Authorized on 18/02/2023
Robert Durston	Neepawa	5550	Authorized	Authorized on 17/02/2023
David Rauch	Mid-Bay Bridge (Choctawhatchee Bay)	6940	Authorized	Authorized on 24/02/2023
Daniel Sulger	Navarre	6940	Authorized	Authorized on 27/02/2023
William Kmiecik	Arlington Heights	6440	Authorized	Authorized on 20/02/2023
Suzanne Gibson	Barrington Breakfast	6440	Authorized	Authorized on 20/02/2023

## Legal agreement

<b>Name</b>	<b>Club</b>	<b>District</b>	<b>Status</b>	
Edgar López Álvarez	Valle de Guatemala	4250	Accepted	Accepted on 27/02/2023
Lori Zahrbock	Rice Lake	5960	Accepted	Accepted on 27/02/2023