GG2012567 Report

Guatemala Literacy Project –Chimaltenango, Quetzaltenango, Sacatepéquez

REPORT TYPE	**REPORT STATUS**
Final	Accepted

Committee Members

Primary Contacts

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

Host committee members

Name	Club	District	Role	Date Added
Juan Telón Ochoa	Quetzaltenango	4250	Secondary Contact	
Luis De Paz	Quetzaltenango	4250	Secondary Contact	

International committee members

Name	Club	District	Role	Date Added
Marie Merschback	Windsor-Roseland	6400	Secondary Contact International	
Paula Talbot	Windsor-Roseland	6400	Secondary Contact International	

PROJECT OBJECTIVES

The Rotary Foundation approved global grant funding to be used for the following project objectives:
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 5,823 students in 22 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 274 students in 3 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. 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 199 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 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 24-year history that provided similar resources, but benefit different people in different geographical areas. Significant efforts are made to tailor each project to the specific needs of the individual communities served by this Global Grant. This grant will pay for the materials needed to implement these programs—books, computers, school supplies, and other educational resources—as well as essential training to 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.

Have any of these objectives changed?
No

Have you made progress toward your project objectives?
Yes
Describe the progress you've made so far.
Throughout the 2022 school year, primary school literacy training was expanded in 36 communities, serving 6,735 students and training 273 teachers. The training curriculum was implemented by the cooperating organization, with adaptations to respond to the challenges of pandemic-related school closures and restriction of in-person events. In-person training sessions were finally able to resume in the second half of the school year as levels of COVID spread reduced, and the normal three rounds of in-person training were completed in July, September, and November. The virtual adaptation of the training curriculum continued to serve as an important supplement to the in-person activities. Staff trainers also remained in close contact with the 273 benefiting teachers to help guide them in how to reach their students while time in the classroom was suspended or operating on a reduced schedule. Trainers provided study guides, take-home reading materials (tarjetones), and guidance for parents so that students could continue to practice reading at home. These programs fulfill the objective to provide children's literature and training to primary school teachers. Evaluation of the primary literacy component of the project was completed by piloting the first-ever internal use of the MIA evaluation by CoEd's Spark trainers, based on the work of FUDESA evaluators in previous GLP grants. A brief results report is attached in the "Supporting Documents" section.

In addition, textbook projects were established in four communities, serving a total of 391 students. The cooperating organization delivered math, science, social studies, and Spanish language textbooks to students at project schools, carefully observing local guidelines for travel restrictions, masking, and social distancing. Teachers and principals at textbook project schools, as well as other educators in schools that received textbooks under previous GLP global grants and were now renewing their books with money saved in their revolving fund, participated in training in how to integrate textbooks into their daily teaching. This training initially enrolled 125 educators (with a total of 162 attending at least one session by the end of the year) and was delivered primarily through in-person training (when allowable in accordance with local regulations), with supplementary virtual materials available. This training educated teachers in best practices for education, including how to use the textbooks for distance learning while schools are closed. These projects fulfill the objective to improve literacy at the middle-school level.

One Computer Center was established, serving 150 students and training one teacher. The equipment was delivered by the cooperating organization, whose staff also guided the computer teacher (as well as teachers at schools that received Computer Centers under previous GLP global grants) in how to make up for reduced time in-class, with the assistance of a virtual learning platform. This Moodle-based platform enables students to gain hands-on practice with the computers outside of regular class time, or even watch video lessons from home. The centers fulfill the objective to prepare middle-school students to enter the workforce.

Finally, youth development activities were conducted in 16 schools, providing 820 students with tutoring and mentoring, a personal development curriculum, frequent phone calls, and referrals as needed for additional services such as transportation, telecounseling, and medical care. This program's intervention remains critical in the wake of the COVID-19 pandemic. Staff trainers remained in close contact with students, providing the moral support (and in some cases, special extra assistance as needed through the cooperating organization) to help their families weather the economic instability resulting from the pandemic so that students could continue in school. Trainers were even able to resume the program's in-person youth development workshops in all 16

project communities. This program fulfills the objective to keep students in school and prepare them with the tools to achieve a brighter future.

The complete list of project schools is as follows:
Textbook Programs:
-Pochuta (Carlos Lutman), Chimaltenango, 236 students
-Estancia de la Virgen, Chimaltenango, 60 students
-Medalla Milagrosa JM, Chimaltenango, 45 students
-Santo Tomás Calle III, Alta Verapaz, 50 students

Computer Center:
- Teczion (Monte Sión), Totonicapán, 150 students

Primary reading program community clusters:
-Xela B Cluster: 38 teachers trained in 4 schools, benefiting 806 students
-Sacatepéquez F Cluster: 45 teachers trained in 7 schools, benefiting 1,184 students
-Zaragoza Cluster: 22 teachers trained in 4 schools, benefiting 446 students
-Yepocapa A Cluster: 64 teachers trained in 5 schools, benefiting 1,844 students
-Sacatepéquez G Cluster: 35 teachers trained in 7 schools, benefiting 680 students
-San Juan Ostuncalco Cluster: 37 teachers trained in 5 schools, benefiting 959 students
-Yepocapa B Cluster: 32 teachers trained in 4 schools, benefiting 816 students

Youth Development:
-IEBC Santiago Sacatepéquez, Sacatepéquez, 79 students
-Santa Maria Cauque, Sacatepéquez, 38 students
-Santo Domingo Xenacoj, Sacatepéquez, 61 students
-Santa Lucía Milpas Altas, Sacatepéquez, 65 students
-Magdalena Milpas Altas, Sacatepéquez, 50 students
-Cerritos Asunción, Chimaltenango, 53 students
-Patzún, Chimaltenango, 54 students
-Saquitacaj, Chimaltenango, 68 students
-Chimazat, Chimaltenango, 52 students
-Hacienda María, Chimaltenango, 65 students
-Paley, Chimaltenango, 53 students
-Las Camelias, Chimaltenango, 21 students
-Pajales, Chimaltenango, 36 students
-Yepocapa, Chimaltenango, 106 students
-Caliaj, Chimaltenango, 7 students
-Caquixajay, Chimaltenango, 12 students

PROJECT IMPLEMENTATION
Your grant application included plans for the following activities. Please report on each of your project activities below. If there were any additional activities during the project, please report each of them by clicking the Add an Activity button at the end of this section.

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.)

Duration
January 2019 – November 2020 (23 months)

Status   **Start Date**   **Completion Date**

Completed	07/01/2017	21/08/2021

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. Rotarians and CoEd purchase computer equipment in Guatemala and CoEd sets up the computers in the center. A computer teacher is selected from the local community. (This process may happen sooner if funds are available.)

Duration
August – November, 2021
(4 months)

Status	**Start Date**	**Completion Date**
Completed	16/12/2021	25/03/2022

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. The newly selected computer teacher receives 64 hours of training in the standard computer center curriculum. Initial five-hour textbook teacher training seminars are also conducted.

Duration
November, 2021 (1 month)

Status	**Start Date**	**Completion Date**
Completed	24/01/2022	27/07/2022

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.

Duration
January, 2022 (1 month)

Status	**Start Date**	**Completion Date**
Completed	07/07/2022	27/07/2022

5. Rotarians and CoEd purchase textbooks in Guatemala and arrange delivery to the benefiting schools.

Duration
January – February, 2022 (2 months)

Status	**Start Date**	**Completion Date**
Completed	07/03/2022	18/03/2022

6. CoEd's training staff deliver additional five-hour seminars to Textbook Program

teachers.

Duration
March 2022 (1 month)

Status	Start Date	Completion Date
Completed	03/06/2022	17/06/2022

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.

Duration
April 2022 (1 month)

Status	Start Date	Completion Date
Completed	21/09/2022	29/09/2022

8. 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.

Duration
January – November, 2022
(11 months)

Status	Start Date	Completion Date
Completed	01/02/2022	30/11/2022

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.

Duration
February – March, 2022 (2 months)

Status	Start Date	Completion Date
Completed	07/03/2022	23/07/2022

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.

Duration
February – November, 2022
(10 months)

Status	Start Date	Completion Date
Completed	03/08/2022	28/10/2022

11. CoEd staff return to the computer center & textbook program schools periodically to perform additional training, provide technical support, and assess program performance.

Duration
March, 2022 – Future Years
(ongoing)

Status	Start Date	Completion Date
Completed	15/03/2022	02/07/2023

12. Textbook and computer center teachers receive additional training.

Duration
June 2022 (1 month)

Status
In progress

13. Students in the Rise Youth Development Program complete field trips and service projects.

Duration
September – November,
2022 (3 months)

Status	Start Date	Completion Date
Completed	12/11/2022	12/11/2022

14. Guatemalan Rotarians in the GLP family participate in graduation ceremonies for Spark teachers and Rise students.

Duration
November 2022 (1 month)

Status	Start Date	Completion Date
Completed	11/11/2022	06/12/2022

Supporting Documents
- 2022-23_RI_President_Jennifer_Jones_of_Windsor-Roseland_and_Gaby_Moreno_visit_GLP_Spark_Reading_students_during_the_Imagine_Impact_Tour.jpg
- Gisele_Seguin_of_Windsor-Roseland_celebrates_the_graduation_of_one_of_the_Rise_students_she_personally_sponsors.jpg
- Marco_Herrerra_of_Quetzaltenango_and_families_benefiting_from_GLP_programs_host_cadare_Maureen_Du
- Rotarians_and_primary_contacts_of_multiple_open_GLP_Global_Grants_meet_students_at_Teczion_Compute
- Students_in_GLP_programs_share_their_experiences_during_the_interim_site_visit.jpg
- Sue_Zanin_of_Windsor-

How many people have directly benefited from the project?
8495

BASIC EDUCATION AND LITERACY
Impact measures

1. 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 5,823 primary students), provide textbooks to 274 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 computer education to 199 secondary school students and corresponding training to 1 teacher; and provide Rise Youth Development Program activities to 673 students (for a total of at least 7,370 direct beneficiaries).

Collection method	Frequency	Beneficiaries
Direct observation	Every six months	2500+

RESULTS TO DATE

Collection Method	Frequency	Beneficiaries
Direct observation	Every six months	8495

2. Number of benefiting school-age children

Collection method	Frequency	Beneficiaries
Public records	Every year	2500+

RESULTS TO DATE

Collection Method	Frequency	Beneficiaries
Public records	Every year	8096

3. Number of institutions participating in program

Collection method	Frequency	Beneficiaries
Grant records and reports	Every year	20-49

RESULTS TO DATE

Collection Method	Frequency	Beneficiaries
Grant records and reports	Every year	57

4. 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.

Collection method	Frequency	Beneficiaries
Testing	Every year	100-499

RESULTS TO DATE

Collection Method	Frequency	Beneficiaries
Testing	Every year	441

5. 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.

Collection method	Frequency	Beneficiaries
Direct observation	Every two months	100-499

RESULTS TO DATE

Collection Method	Frequency	Beneficiaries
Direct observation	Every six months	151

6. 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.

Collection method	Frequency	Beneficiaries
Direct observation	Every year	100-499

RESULTS TO DATE

Collection Method	Frequency	Beneficiaries
Direct observation	Every six months	162

7. 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.

Collection method	Frequency	Beneficiaries
Direct observation	Every year	100-499

Collection Method	Frequency	Beneficiaries
Direct observation	Every year	123

8. The computer center teacher will achieve competency with the technology by the end of his or her first year in the program. CoEd staff administer the Microsoft Digital Literacy test during the hiring process or initial training. The computer teacher must pass the Digital Literacy test by the end of the first year of teaching in the computer center.

Collection method	Frequency	Beneficiaries
Direct observation	Every year	1-19

RESULTS TO DATE

Collection Method	Frequency	Beneficiaries
Testing	Every year	1

9. The dropout rate for students in the Rise Youth Development Program will be less than 7% during the 2022 school year.

Collection method	Frequency	Beneficiaries
Grant records and reports	Every year	500-999

RESULTS TO DATE

Collection Method	Frequency	Beneficiaries
Grant records and reports	Every year	728

10. Number of new female school-age students

Collection method	Frequency	Beneficiaries
Grant records and reports	Every year	100-499

RESULTS TO DATE

Collection Method	Frequency	Beneficiaries
Grant records and reports	Every year	294

Monitoring and evaluation

Here is the person or organization that was selected to monitor and evaluate impact measures.

Person or organization

Cooperative for Education

Qualifications

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 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 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.

Has this person or organization changed?
No

Participants

SPONSOR PARTICIPATION

What roles and responsibilities did host sponsor members have?
Members of the Quetzaltenango Club have worked with the Windsor-Roseland Club and CoEd to:

- 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 virtual activities with cadre Maureen Duncan from The Rotary Foundation during the preliminary site visit conducted virtually in April 2021.

- Travel to project schools to help implement the projects in person, including assisting in the installation of the new computer center at Teczion (Monte Sión) in April 2022.

- 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 and provide ongoing oversight of the project in Guatemala.

- Help host virtual visitors, including Rotarians from around the world, to take a look into the progress of the project from their own homes during a virtual tour in March 2022.

- Assist in hosting in-person activities with cadre Maureen Duncan from The Rotary Foundation during the interim site visit from October 17-20, 2022.

- Help host 75 additional visiting international Rotarian volunteers in March 2023.

-Welcome 2022-23 RI President Jennifer Jones and other Rotary International staff during her global Imagine Impact Tour in Guatemala.

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

What roles and responsibilities did international sponsor members have?
Members of the Windsor-Roseland Club have worked with the Quetzaltenango Club and CoEd to:

- Help build a broad base of club and district support for Global Grant #2012567 initiatives, and 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, after participating in the review and approval of project spending.

- Attend a virtual visit in March 2022 to oversee the projects via video update.

- Pull in CoEd staff, volunteers, and Rotarians from other clubs as needed to ensure that proper oversight is maintained in cases where physical distance to project sites is large (or travel is restricted due to pandemic-related regulations) and additional oversight is needed, by virtual means if necessary.

- Travel to the project schools in Guatemala in March 2023 after COVID travel restrictions were lifted to observe the projects' impact.

-Welcome 2022-23 RI President Jennifer Jones and other Rotary International staff during her global Imagine Impact Tour in Guatemala.

- Participate in a staff-supervised activity with students in the youth development program during their trip to Guatemala.

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

PARTNERS *(OPTIONAL)*
Add any Rotary clubs or districts that were involved in this project, other than the host and international sponsors or financial contributors.

No.	Type	Club name or district number
1.	Club	Pathways
2.	Club	Baker County
3.	Club	E-Club of Silicon Valley
4.	Club	Orangeville Highlands
5.	Club	North Bay
6.	Club	Peoria North
7.	Club	Calgary
8.	Club	Grosse Ile
9.	Club	Grand Cayman
10.	Club	Littleton
11.	Club	E-Club of District 7610
12.	Club	Coeur d'Alene
13.	Club	Inverness
14.	Club	Grande Prairie
15.	Club	Downey
16.	Club	Fairfax
17.	Club	Exploits
18.	Club	Evanston
19.	Club	Greater Gainesville
20.	Club	Richmond Hill

COOPERATING ORGANIZATIONS

1. Cooperative for Education (CoEd)

Km. 29.5, Carretera Interamericana 0-00
San Lucas Sacatepéquez Sacatepéquez
Guatemala

https://www.cooperativeforeducation.org

Describe how cooperating organizations participated in the project.

For this grant, the host and international Rotary clubs have supervised staff of the cooperating organization in the purchase and distribution of books and computers to poorly-resourced schools. CoEd staff maintain contact with Rotary sponsors by phone, email, and in-person. When distributing the materials, CoEd provided logistical support for virtual activities to oversee inaugurations, and in-person visits once COVID travel restrictions had been lifted. CoEd also hosted 2022-23 RI President Jennifer Jones, of RC Windsor-Roseland, in Guatemala to visit the projects and provided logistical support for President Jennifer's March 2023 visit along with Rotary International staff and special guest, Grammy-nominated singer-songwriter Gaby Moreno. During the visit, Jennifer showcased the GLP as her spotlight project for Basic Education and Literacy as part of her worldwide Imagine Impact Tour. She and her entourage visited Spark and Rise students and helped celebrate the 25th anniversary of the GLP partnership.

CoEd also provided ongoing training and follow-up at project schools, including shifting interventions as necessary to ensure that teachers still had the necessary tools and strategies to reach their students with learning at home while in-person schooling was suspended (or reduced to allow for social distancing). Furthermore, the organization serves as the "bank" for the project, holding the revolving funds in-trust until such time that the schools need them to purchase new equipment and/or materials. (The textbook projects and computer centers established under this Global Grant are fully sustainable thanks to this 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.) CoEd's financial records are overseen by independent auditors in both the U.S. and Guatemala. CoEd staff ensure that the project is transparent, accountable, and compliant with all RI rules and stipulations.

Project Expenditures

Grant amount:

507,692 USD

Expense log

Date	Description	Category	Amount (USD)
30/06/2022	Program Manager for All Programs	Project management	29200
18/03/2022	Textbooks and Supplemental Materials	Equipment	21642.19
18/03/2022	Textbooks and Supplemental Materials	Equipment	3843.31
30/06/2022	Training and Coaching for Textbook Pogram	Training	34676.87
10/05/2022	Training Expenses for Textbook Program	Training	2186.93
21/04/2022	Training Expenses for Textbook Program	Training	142.21
07/04/2022	Training Expenses for Textbook Program	Training	239.55
22/04/2022	Training Expenses for Textbook Program	Training	550.93
08/04/2022	Training Expenses for Textbook Program	Training	571.77
03/06/2022	Training Expenses for Textbook Program	Training	1181.87
16/06/2022	Training Expenses for Textbook Program	Training	97.72
16/06/2022	Training Expenses for Textbook Program	Training	1060.85
16/06/2022	Training Expenses for Textbook Program	Training	233.53
15/06/2022	Training Expenses for Textbook Program	Training	397.65

17/06/2022	Training Expenses for Textbook Program	Training	458.09
20/04/2022	Reading Books and Materials for Primary Reading Program	Equipment	4995.16
20/04/2022	Reading Books and Materials for Primary Reading Program	Equipment	1427.83
20/04/2022	Reading Books and Materials for Primary Reading Program	Equipment	14783.45
22/04/2022	Reading Books and Materials for Primary Reading Program	Equipment	21904.77
19/05/2022	Reading Books and Materials for Primary Reading Program	Equipment	56546.51
24/06/2022	Reading Books and Materials for Primary Reading Program	Equipment	1439.15
30/06/2022	Training Expenses for Primary Reading Program	Training	4901.74
17/06/2022	Reading Books and Materials for Primary Reading Program	Equipment	389.22
08/04/2022	Training Expenses for Primary Reading Program	Training	1784.22
08/04/2022	School Supplies for Primary Reading Program	Supplies	4832.27
08/04/2022	School Supplies for Primary Reading Program	Supplies	5628.02
22/04/2022	School Supplies for Primary Reading Program	Supplies	134.77

Date	Description	Category	Amount
30/06/2022	Trainers for Primary Reading Program	Training	50785.44
07/04/2022	Training Expenses for Primary Reading Program	Training	160.61
31/03/2022	Training Expenses for Primary Reading Program	Training	93.35
31/03/2022	Training Expenses for Primary Reading Program	Training	578.66
17/02/2022	Center Installation and Furnishings for Computer Center	Equipment	655.42
17/02/2022	Computer Systems and Software for Computer Center	Equipment	191.88
11/03/2022	Computer Systems and Software for Computer Center	Equipment	906.27
06/04/2022	Computer Systems and Software for Computer Center	Equipment	27284.97
25/03/2022	Center Installation and Furnishings for Computer Center	Equipment	2368.78
25/03/2022	Center Installation and Furnishings for Computer Center	Equipment	1830.34
25/02/2022	Center Installation and Furnishings for Computer Center	Equipment	305.61
11/03/2022	Center Installation and Furnishings for Computer Center	Equipment	196.9
01/02/2022	Center Installation and Furnishings for Computer Center	Equipment	10.99

Date	Description	Category	Amount
25/02/2022	Training Expenses for Computer Center	Training	246.09
04/03/2022	Center Installation and Furnishings for Computer Center	Equipment	49.64
01/04/2022	Training Expenses for Computer Center	Training	191.01
18/02/2022	Training Expenses for Computer Center	Training	43.17
30/06/2022	Trainers for Youth Development Program	Training	34664.7
19/07/2022	Rotary Signage for All Programs	Signage	539.03
31/12/2022	Trainers for Primary Reading Program	Training	50799.11
25/08/2021	Textbooks and supplemental materials	Equipment	1381.58
01/09/2022	Training expenses for Textbook Program	Training	636.82
01/09/2022	Training expenses for Textbook Program	Training	76.34
09/09/2022	Training expenses for Textbook Program	Training	484.86
09/09/2022	Training expenses for Textbook Program	Training	500.04
09/09/2022	Training expenses for Textbook Program	Training	417.89
09/09/2022	Training expenses for Textbook Program	Training	589.03
06/11/2022	Training expenses for Textbook Program	Training	2195.15
28/07/2022	Reading books and materials for Primary Reading Program	Equipment	549.49
11/08/2022	Reading books and	Equipment	496.21

	materials for Primary Reading Program		
25/08/2022	Reading books and materials for Primary Reading Program	Equipment	13255.9
25/08/2022	Reading books and materials for Primary Reading Program	Equipment	2980.75
25/08/2022	Reading books and materials for Primary Reading Program	Equipment	80.85
17/10/2022	Reading books and materials for Primary Reading Program	Equipment	448.1
26/10/2022	Reading books and materials for Primary Reading Program	Equipment	448.1
16/11/2022	School supplies for Primary Reading Program.	Supplies	5253.06
08/11/2022	School supplies for Primary Reading Program.	Supplies	1111.09
08/11/2022	School supplies for Primary Reading Program.	Supplies	2969.28
14/07/2022	Training Expenses for Primary Reading Program	Training	148.58
27/07/2022	Training Expenses for Primary Reading Program	Training	215.22
29/07/2022	Training Expenses for Primary Reading Program	Training	209.33
26/07/2022	Training Expenses for Primary Reading Program	Training	359.79

Date	Description	Category	Amount
26/07/2022	Training Expenses for Primary Reading Program	Training	137.37
20/07/2022	Training Expenses for Primary Reading Program	Training	235.5
19/07/2022	Training Expenses for Primary Reading Program	Training	392.5
26/07/2022	Training Expenses for Primary Reading Program	Training	372.09
25/07/2022	Training Expenses for Primary Reading Program	Training	529.48
22/07/2022	Training Expenses for Primary Reading Program	Training	253.49
29/07/2022	Training Expenses for Primary Reading Program	Training	262.97
24/06/2022	Training Expenses for Primary Reading Program	Training	162.23
24/06/2022	Training Expenses for Primary Reading Program	Training	392.5
24/06/2022	Training Expenses for Primary Reading Program	Training	160.27
24/06/2022	Training Expenses for Primary Reading Program	Training	253.49
24/06/2022	Training Expenses for Primary Reading Program	Training	202.79
24/06/2022	Training Expenses for Primary Reading Program	Training	315.63

30/06/2022	Training Expenses for Primary Reading Program	Training	251.85
25/09/2022	Training Expenses for Primary Reading Program	Training	82.35
26/09/2022	Training Expenses for Primary Reading Program	Training	401.65
26/09/2022	Training Expenses for Primary Reading Program	Training	33.36
26/09/2022	Training Expenses for Primary Reading Program	Training	265.59
27/09/2022	Training Expenses for Primary Reading Program	Training	201.48
30/09/2022	Training Expenses for Primary Reading Program	Training	243.35
22/09/2022	Training Expenses for Primary Reading Program	Training	56.32
29/09/2022	Training Expenses for Primary Reading Program	Training	321.19
22/09/2022	Training Expenses for Primary Reading Program	Training	354.55
22/09/2022	Training Expenses for Primary Reading Program	Training	507.63
22/09/2022	Training Expenses for Primary Reading Program	Training	171.39
29/09/2022	Training Expenses for Primary Reading	Training	251.85

	Program		
10/10/2022	Training Expenses for Primary Reading Program	Training	13.61
06/11/2022	Training Expenses for Primary Reading Program	Training	250.12
22/10/2022	Training Expenses for Primary Reading Program	Training	580.89
27/10/2022	Training Expenses for Primary Reading Program	Training	804.62
27/10/2022	Training Expenses for Primary Reading Program	Training	919.75
10/11/2022	Training Expenses for Primary Reading Program	Training	522.67
08/10/2022	Training Expenses for Primary Reading Program	Training	433.05
07/11/2022	Training Expenses for Primary Reading Program	Training	503.05
20/11/2022	Reading books and materials for Primary Reading Program	Training	378.1
20/11/2022	Training Expenses for Primary Reading Program	Training	434.36
20/11/2022	Training Expenses for Primary Reading Program	Training	25.71
01/12/2022	Training Expenses for Primary Reading Program	Training	453.38
25/11/2022	Training Expenses for	Training	632.9

Date	Description	Category	Amount
	Primary Reading Program		
23/11/2022	Training Expenses for Primary Reading Program	Training	2498.89
02/12/2022	Training Expenses for Primary Reading Program	Training	105.97
02/12/2022	Training Expenses for Primary Reading Program	Training	365.02
02/12/2022	Training Expenses for Primary Reading Program	Training	457.91
02/12/2022	Training Expenses for Primary Reading Program	Training	305.88
23/11/2022	Training Expenses for Primary Reading Program	Training	480.81
12/11/2022	Meals and transportation for student field trips in Youth development program	Training	323.76
12/11/2021	Meals and transportation for student field trips in Youth development program	Training	671.17
31/12/2022	Training expenses for Textbook Program	Training	34019.56
31/12/2022	Trainers for Youth development program	Training	33737.94

Expense summary

Category	Budget (USD)	Expenses (USD)	Variances (USD)
Equipment	178623.00	180413.37	(1790.37)
Operations	367.00	0	367.00
Project management	29200.00	29200.00	0.00
Signage	500.00	539.03	(39.03)
Supplies	25300.00	19928.49	5371.51
Training	273702.00	277611.11	(3909.11)
Totals:	**507692.00**	**507692.00**	**0.00**

Did your project have any unexpected or unusually large variances?
No

Will you return unused funds to the Foundation?
No

Financial Details

PROJECT BANK STATEMENTS

Upload bank statements from the project bank account to show all project-related transactions, including deposits and withdrawals. In addition to the bank statements, you can also upload a financial ledger. For scholarships, please attach receipts for any expenses over $75.

Supporting Documents
- GG2012567_Bank_Statements.pdf
- GG2012567_Final_Expense_Report_09aug2023.xlsx
- GG2012567_Receipt_for_Use_of_Remaining_Funds_3729735808_TARJETONES.pdf
- GG2012567_Receipts_09Aug2023.pdf

FINANCIAL MANAGEMENT

Who is in charge of the project's financial management?
Quetzaltenango Rotarians directly oversee project spending, accounting, and record-keeping by the cooperating organization and ensure agreement from Windsor-Roseland Rotarians on all major decisions.

Please describe the project's financial management, including record keeping, inventory, payment authorizations, and conversion of funds.
Along with a number of contributions received direct-to-project (some of which were initially received by partner organization Cooperative for Education (CoEd) and then forwarded in a lump sum to RC Windsor-Roseland upon grant approval, as demonstrated by the attached bank statements), RC Windsor-Roseland received the first GG disbursement of $86,958.62 from TRF on December 8, 2021. As the project has been implemented, CoEd has advanced funds to the project and made purchases from all suppliers. CoEd has long-time relationships with vendors, maintains a 3-quote purchasing system for the vast majority of purchases, and has multiple levels of purchasing oversight. Nearly all purchases are made from an account that is separate from the organizational funds, as stipulated by TRF. This is to comply with TRF's stipulation that Cooperating Organizations not be allowed to manage actual Global Grant funds.

Proposed expenses were reviewed and approved in two blocks; first, quotes for the textbook schools were approved by Marco Herrera and Sue Zanin on November 8, 2021, obtaining subsequent approval via email from Maria Emig (on January 25, 2021) for the updated school needs assessments. The second block of proposed expenses for the computer center was reviewed by Marco Herrera and Sue Zanin on December 16, 2021. After each approval, CoEd began making the relevant purchases and retaining receipts and inventory information for review by Quetzaltenango and Windsor-Roseland Rotarians. Cooperative for Education makes all purchases in the local currency of quetzals and standardizes the conversion rate for review by the partner Rotary clubs and reporting to TRF in USD. A review of project spending as of June 30, 2022, was completed over email from July 28-August 4, 2022, and ultimately approved by Marco Herrera of Quetzaltenango and Sue Zanin of RC Windsor-Roseland. Following these approvals, RC Windsor-Roseland disbursed the first grant reimbursement of $253,846 to CoEd in August 2022. Bank statements for this transaction are attached.

RC Windsor-Roseland received the second payment of $253,846 from TRF on November 10, 2022. Final project spending was completed by CoEd in July 2023, when RC Quetzaltenango and RC Windsor-Roseland completed a review of all receipts for purchases made by CoEd. The project bank account was then closed and remaining funds transferred to CoEd as reimbursement, upon which an excess of $3,714 over the original grant amount was noted. Permission was obtained from Maria Emig on August 21, 2023 to spend these excess funds to purchase additional take-home reading materials (tarjetones) for students in the Spark Reading Program. Bank statements for all transactions are attached.

Were there any challenges in managing the project funds?
No

PROJECT INCOME

Did your project generate any income through sales, interest, or other sources?
No

Supporting Documents

- GG2012567_Spark_Reading_MIA_Evaluation_Report.pdf
- Spark_Lectura_MIA_CL22_Evaluacion.pptx

Authorizations

YOUR AUTHORIZATIONS

Primary contact

By authorizing this report, I confirm that, to the best of my knowledge, these grant funds were spent according to Foundation guidelines and that all of the information contained in this report is true and accurate. Original receipts for all expenses incurred will be kept on file for at least five years, or longer if required by local law, in case they are needed for auditing purposes.

Grant reports and supporting documentation should not include personal data (name, contact information, age/date of birth, health/medical data, or other identifying information) or images of anyone who is not authorizing this report unless (a) it is requested by the Foundation and (b) written consent of the individual (or their parent or legal guardian) is provided to the Foundation. If such personal data is inappropriately included, it may cause delays in the grant process while the Foundation complies with Rotary's Privacy Policy.

I also understand that all photographs, video and other media submitted with this report will become the property of Rotary International and will not be returned. I represent and warrant that I own all rights in the photographs, video and other media, including copyrights, and that all persons (or their parents if they are minors or lack legal capacity) appearing in such photographs, videos and other media have given me their unrestricted written consent to license use of their images/likenesses to Rotary International. I hereby grant Rotary International and The Rotary Foundation (collectively, "Rotary") a royalty-free, worldwide, perpetual, irrevocable license and right to use, publish, print, reproduce, edit, broadcast, webcast, display, distribute, modify, create derivative works from, sublicense and publicly perform, the photographs, video and/or media now or at any time in the future, in Rotary International publications and materials, and for promotional purposes in any form, medium or technology now known or later developed. I represent, warrant and agree that Rotary shall have the universal right to license use of your photograph, video, and/or other media in order to promote Rotary programs, including grants and scholarships without liability.

Sponsor

By authorizing this report, I confirm that, to the best of my knowledge, these grant funds were spent according to Foundation guidelines and that all of the information contained in this report is true and accurate. Original receipts for all expenses incurred will be kept on file for at least five years, or longer if required by local law, in case they are needed for auditing purposes.

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AUTHORIZATION SUMMARY

Primary contact authorizations

Name	Club	District	Status	
Marco Herrera Scheel	Quetzaltenango	4250	Authorized	Authorized on 01/09/2023
Susan Zanin	Windsor-Roseland	6400	Authorized	Authorized on 31/08/2023

Sponsor authorizations

Name	Club	District	Status	
Marco Herrera Scheel	Quetzaltenango	4250	Authorized	Authorized on 01/09/2023
Aruna Koushik	Windsor-Roseland	6400	Authorized	Authorized on 01/09/2023