

Committee Members

Primary Contacts

Name	Club	District	Sponsor	Role
Donald Fox	Yorba Linda Sunrise	5320	Club	International
Gerald Leech	Guatemala de la Asunción	4250	Club	Host

Host committee members

Name	Club	District	Role	Date Added
José Morales	Guatemala de la Asunción	4250	Secondary Contact	31/08/2023
Claudia Ramirez Figueroa de Girón	Guatemala de la Asunción	4250	Secondary Contact	31/08/2023

International committee members

Name	Club	District	Role	Date Added
Paula Fox	Yorba Linda Sunrise	5320	Secondary Contact International	
Cindy Freeman	Yorba Linda Sunrise	5320	Secondary Contact International	

Project Objectives and Implementation

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 230 teachers and 5,364 students in 28 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, Cooperative for Education (CoEd), and overseen by local Rotarians), which is used to replace books once they wear out. The textbook projects will benefit 12 teachers and 416 students in 3 schools. Approximately 168 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. Certified computer teachers train students in the use of standard business software (word processors, spreadsheets, presentation tools, database tools, web navigation, basic programming, etc). The computer centers will benefit 2 teachers and 295 students in 2 schools.

(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 Guatemala de la Asunción 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 778 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 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, 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 2023 Guatemalan school year, primary school literacy training was expanded in 30 communities, serving 5,711 students and training 243 teachers. Rotarians from Yorba Linda Sunrise and other clubs assisted in the initial delivery of materials. The training curriculum was implemented by the cooperating organization, with adaptations to guide teachers in helping their students catch up on learning lost during the pandemic. The training curriculum is also fully adapted for virtual delivery as a supplement to the in-person activities. Staff trainers communicated frequently with the 243 benefiting teachers to conduct follow-up, in-class coaching and respond to questions and help troubleshoot challenges as needed. These programs fulfilled the objective to provide children's literature and training to primary school teachers.

In addition, textbook projects were established in three communities, serving a total of 390 students. With assistance from the cooperating organization, participating Rotarians from Yorba Linda Sunrise and other clubs delivered math, science, social studies, and Spanish language textbooks to students at project schools. Teachers and principals at textbook project schools, as well as other educators in schools that received textbooks under previous GLP global grants and are now renewing their books with money saved in their revolving fund, received training in how to integrate textbooks into their daily teaching. This training enrolled a total of 180 educators. These projects fulfilled the objective to improve literacy at the middle-school level.

Two Computer Centers were established, serving 400 students and training two teachers. The equipment was delivered with the assistance of the cooperating organization, whose staff also guided the computer teachers (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 enabled students to catch up on topics that were unable to be fully covered during pandemic-related school closures, while moving forward in the 2023 lesson plan. The centers fulfilled the objective to prepare middle-school students to enter the workforce.

Finally, youth development activities were conducted in 19 schools, providing 931 students with tutoring and mentoring, personal development workshops, frequent check-ins by phone and in-person, and referrals as needed for additional services such as transportation, telecounseling, and medical care. Students can also receive special extra assistance as needed through the cooperating organization. This program helped students and their families weather the lingering economic instability resulting from the pandemic, fulfilling 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:

- Fe y Esperanza, Chimaltenango, 110 students
- IMEB Morelia, Chimaltenango, 100 students
- IEBC Río Blanco, Quiché, 180 students

Computer Centers:

- Filadelfia, Chimaltenango, 81 middle-school students and 138 primary-school students who share the same building and will also be using the center

-Las Flores, Quetzaltenango, 180 students

Primary reading program community clusters:

- Sacatepéquez G Cluster: 25 teachers trained in 5 schools, benefiting 399 students
- Chimaltenango F (Patzicia) Cluster: 12 teachers trained in 2 schools, benefiting 303 students
- San Juan Ostuncalco Cluster: 43 teachers trained in 5 schools, benefiting 1034 students
- Yepocapa B Cluster: 37 teachers trained in 4 schools, benefiting 835 students
- Yepocapa C Cluster: 42 teachers trained in 4 schools, benefiting 1202 students
- San Martín Jilotepeque A Cluster: 42 teachers trained in 6 schools, benefiting 954 students
- San Juan Ostuncalco B Cluster: 42 teachers trained in 4 schools, benefiting 984 students

Youth Development:

- IEBC Santiago Sacatepéquez, Sacatepéquez, 73 students
- San Bartolomé Milpas Altas, Sacatepéquez, 17 students
- Santa María Cauque, Sacatepéquez, 34 students
- Santo Domingo Xenacoj, Sacatepéquez, 77 students
- Santa Lucía Milpas Altas, Sacatepéquez, 85 students
- Magdalena Milpas Altas, Sacatepéquez, 43 students
- Cerritos Asunción, Chimaltenango, 45 students
- Patzún, Chimaltenango, 79 students
- Saquitacaj, Chimaltenango, 54 students
- San José Poaquil, Chimaltenango, 58 students
- Chimazat, Chimaltenango, 40 students
- Hacienda María, Chimaltenango, 60 students
- Paley, Chimaltenango, 52 students
- Las Camelias, Chimaltenango, 11 students
- Yepocapa, Chimaltenango, 134 students
- Quisaché, Chimaltenango, 32 students
- Caliaj, Chimaltenango, 5 students
- Caquixajay, Chimaltenango, 9 students
- Tecpán, Chimaltenango, 23 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 2020 – November
2021 (23 months)

Status

Completed

Start Date

16/01/2018

Completion Date

12/10/2022

2. With the help of local residents, the schools selected to receive computer centers make needed modifications and improvements to the classrooms that will house the computers.

Duration

August, 2022 (1 month)

Status Completed	Start Date 13/10/2022	Completion Date 12/01/2023
3. Rotarians and CoEd purchase computer equipment in Guatemala and CoEd sets up the computers in the centers. (This process may happen sooner if funds are available.)		
Duration September–November, 2022 (4 months)		
Status Completed	Start Date 26/10/2022	Completion Date 27/01/2023
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.		
Duration November, 2022 (1 month)		
Status Completed	Start Date 02/11/2022	Completion Date 27/01/2023
5. 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, 2023 (1 month)		
Status Completed	Start Date 01/03/2023	Completion Date 23/03/2023
6. Rotarians and CoEd purchase textbooks in Guatemala and arrange delivery to the benefiting schools.		
Duration January – February, 2023 (2 months)		
Status Completed	Start Date 24/11/2022	Completion Date 24/02/2023
7. CoEd’s training staff deliver additional five-hour seminars to Textbook Program		

teachers.

Duration

March 2023 (1 month)

Status

Completed

Start Date

06/03/2023

Completion Date

23/03/2023

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.

Duration

April 2023 (1 month)

Status

Completed

Start Date

05/05/2023

Completion Date

31/05/2023

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.

Duration

January – November, 2023
(11 months)

Status

Completed

Start Date

20/03/2023

Completion Date

30/11/2023

10. Rotarians from Yorba Linda Sunrise and other international clubs travel to Guatemala to assist Guatemala de la Asunción 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, 2023 (2
months)

Status

Completed

Start Date

04/02/2023

Completion Date

26/03/2023

11. 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, 2023
(10 months)

Status Completed	Start Date 03/04/2023	Completion Date 30/09/2023
12. CoEd staff return to the computer center & textbook program schools periodically to perform additional training, provide technical support, and assess program performance.		
Duration March, 2023 – Future Years (ongoing)		
Status Completed	Start Date 24/04/2023	Completion Date 30/09/2023
13. Textbook and computer center teachers receive additional training.		
Duration June 2023 (1 month)		
Status Completed	Start Date 12/06/2023	Completion Date 23/06/2023
14. Students in the Rise Youth Development Program complete field trips and service projects.		
Duration September – November, 2023 (3 months)		
Status Completed	Start Date 08/05/2023	Completion Date 15/09/2023
15. Guatemalan Rotarians in the GLP family participate in graduation ceremonies for Spark teachers and Rise students.		
Duration November 2023 (1 month)		
Status Completed	Start Date 10/11/2023	Completion Date 18/11/2023
16. Use remaining project funds for Measurement and Evaluation to conduct an additional post-test of students benefiting from the Spark Reading Program, to assess results after two years of program implementation.		
Status Completed	Start Date 02/10/2024	Completion Date 04/12/2024

Measuring Success

How many people have directly benefited from the project?

7857

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 2023. In all, the project will provide Spark Reading Program training and materials to 230 primary school teachers (benefiting 5,364 primary students), provide textbooks to 416 secondary school students and corresponding training to 12 teachers (as well as 168 additional teachers and principals, many from schools renewing their GLP textbooks with money saved through their sustainability funds); provide computer education to 295 secondary school students and corresponding training to 2 teachers; and provide Rise Youth Development Program activities to 778 students (for a total of at least 7,265 direct beneficiaries).

Collection method	Frequency	Beneficiaries
Direct observation	Every six months	2500+

RESULTS TO DATE

Collection Method	Frequency	Beneficiaries
Direct observation	Every six months	7857

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	7432

3. Number of institutions participating in program

Collection method	Frequency	Beneficiaries
Grant records and reports	Every year	50-99

RESULTS TO DATE

Collection Method	Frequency	Beneficiaries
Grant records and reports	Every year	54

4. 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, administered by Spark Program trainers. 1st- and 2nd-grade students in the program are expected to improve their reading scores significantly more than students without the program.

Collection method	Frequency	Beneficiaries
Testing	Every year	100-499

RESULTS TO DATE

Collection Method	Frequency	Beneficiaries
Testing	Every year	355

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 two months	94

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 six months	100-499

RESULTS TO DATE

Collection Method	Frequency	Beneficiaries
Direct observation	Every six months	156

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
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Direct observation	Every year	100-499
RESULTS TO DATE		
Collection Method Direct observation	Frequency Every year	Beneficiaries 376
8. The computer center teachers will achieve competency with the technology by the end of their first year in the program. CoEd staff administer the Microsoft Digital Literacy test during the hiring process or initial training. The computer teachers must pass the Digital Literacy test by the end of their first year of teaching in the computer center.		
Collection method Testing	Frequency Every year	Beneficiaries 1-19
RESULTS TO DATE		
Collection Method Testing	Frequency Every year	Beneficiaries 2
9. The dropout rate for students in the Rise Youth Development Program will be less than 7% during the 2023 school year.		
Collection method Grant records and reports	Frequency Every year	Beneficiaries 500-999
RESULTS TO DATE		
Collection Method Grant records and reports	Frequency Every year	Beneficiaries 847
10. Number of new female school-age students		
Collection method Grant records and reports	Frequency Every year	Beneficiaries 100-499
RESULTS TO DATE		
Collection Method Grant records and reports	Frequency Every year	Beneficiaries 207
11. A second post-test of Spark Reading Program students at the end of 2024 showed that students were still lagging behind expected grade level in reading skills (though still better than national results). Future interventions to address this will include the incorporation of a new teacher guide and classroom workbooks, increased collaboration to ensure students spend more time in the classroom, and increasing		

capacity for Spark’s training team to ensure they can spend more time doing in-class coaching.

RESULTS TO DATE

Collection Method	Frequency	Beneficiaries
Testing	Every year	342

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 engage local Rotarians and pull in other local experts to advise in measurement collection. For example, for the Spark Reading Program, staff of CoEd have attended training from the CIESAS Research Center in Mexico in administering the Medicion Independiente de Aprendizajes (MIA) graded reading tools to students in the Spark Reading Program to evaluate their progress in Spanish literacy. CoEd trainers across all GLP projects have attended similar training from CIESAS in the administration of research instruments best suited to their program areas and maintain 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 La Asunción Club have worked with the Yorba Linda Sunrise 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 cadre Bill Stumbaugh from The Rotary Foundation during the preliminary site visit conducted from March 14-18, 2022.
- Participate in a staff-supervised activity with students in the youth development program and volunteer their expertise by serving on a career panel for students.
- 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 Yorba Linda Sunrise.
- Maintain frequent communication with RI partners via e-mail and provide ongoing oversight of the project in Guatemala.
- Assist in hosting cadre Dr. Elaine Hernandez from The Rotary Foundation during the interim site visit conducted from April 22-24, 2024.
- Offered to donate in-kind supplies to GLP projects as needed.

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 Yorba Linda Sunrise Club have worked with the La Asunción Club and CoEd to:

- Help build a broad base of club and district support for Global Grant #2124415 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.
- Travel to the project schools in Guatemala to begin implementation of the computer, textbook, and primary school reading programs, help deliver the physical assets, and help host 75 additional visiting international Rotarian volunteers.
- Welcomed 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.
- 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 and additional oversight is needed.
- Assist in communications with cadre Dr. Elaine Hernandez to prepare for and gather information for the interim site visit.

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	Baker County [Rotary Club]
2.	Club	Boothbay Harbor [Rotary Club]
3.	Club	Bonsall [Rotary Club]
4.	Club	Cincinnati [Rotary Club]
5.	Club	Coeur d'Alene [Rotary Club]
6.	Club	D7040 Passport [Rotary Club]
7.	Club	Del Mar [Rotary Club]
8.	Club	Downey [Rotary Club]
9.	Club	E-Club of District 7610 [Rotary Club]
10.	Club	E-Club of Silicon Valley [Rotary Club]
11.	Club	E-Club of the Southwest [Rotary Club]
12.	Club	Coastal Encinitas [Rotary Club]
13.	Club	Escondido Sunrise [Rotary Club]
14.	Club	Fairfax [Rotary Club]
15.	Club	Grand Cayman [Rotary Club]
16.	Club	Greater Gainesville [Rotary Club]
17.	Club	Kings Bay-Crystal River [Rotary Club]

18.	Club	Iowa City A.M. [Rotary Club]
19.	Club	North Bay [Rotary Club]
20.	Club	Oro Valley [Rotary Club]
21.	Club	Pathways [Rotary Club]
22.	Club	Peoria North [Rotary Club]
23.	Club	Peterborough [Rotary Club]
24.	Club	Plymouth A. M. [Rotary Club]
25.	Club	Rice Lake [Rotary Club]
26.	Club	Richmond Hill [Rotary Club]
27.	Club	Saco Bay Sunset [Rotary Club]
28.	Club	Salem [Rotary Club]
29.	Club	Santee-Lakeside [Rotary Club]
30.	Club	Southampton [Rotary Club]
31.	Club	Sudbury [Rotary Club]
32.	Club	Summit County (Frisco) [Rotary Club]
33.	Club	Venice Suncoast [Rotary Club]
34.	Club	Windsor-Roseland [Rotary Club]
35.	Club	Woodstock [Rotary Club]
36.	Club	Yarmouth [Rotary Club]
37.	Club	Yuma Sunrise [Rotary Club]

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. CoEd also provided logistical support for a visit from 2022-23 RI President Jennifer Jones, of RC Windsor-Roseland, 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 logistical support for the April 2024 interim site visit from TRF cadre Dr. Elaine Hernandez.

CoEd's educational trainers provided ongoing training and follow-up at project schools, including shifting interventions as necessary to guide teachers in helping their students catch up on learning lost during nearly three years of reduced time in-class or learning entirely from home due to the COVID-19 pandemic. 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:

568,327 USD

Expense log

Date	Description	Category	Amount (USD)
31/05/2023	Program Manager for All Programs	Project management	10618.75
17/01/2023	Textbooks and supplemental materials	Equipment	17655.67
17/01/2023	Textbooks and supplemental materials	Equipment	17952.41
24/11/2022	Textbooks and supplemental materials	Equipment	944.29
31/05/2023	Training and Coaching for Textbook Program	Training	30124
25/02/2023	Training expenses for Textbook Program	Training	73.93
01/03/2023	Training expenses for Textbook Program	Training	1506.85
14/03/2023	Training expenses for Textbook Program	Training	1298.82
10/03/2023	Training expenses for Textbook Program	Training	318.23
08/03/2023	Training expenses for Textbook Program	Training	75.1
23/03/2023	Training expenses for Textbook Program	Training	385.7
20/01/2023	Reading books and materials for Primary Reading Program	Equipment	11917.45
16/01/2023	Reading books and materials for Primary Reading Program	Equipment	878.58

18/01/2023	Reading books and materials for Primary Reading Program	Equipment	5435.32
01/12/2022	Reading books and materials for Primary Reading Program	Equipment	23090.13
17/01/2023	Reading books and materials for Primary Reading Program	Equipment	830.31
18/01/2023	Reading books and materials for Primary Reading Program	Equipment	51438.34
09/03/2023	Reading books and materials for Primary Reading Program	Equipment	22793.36
12/04/2023	Reading books and materials for Primary Reading Program	Equipment	515.16
19/04/2023	Reading books and materials for Primary Reading Program	Equipment	151.3
31/01/2023	Reading books and materials for Primary Reading Program	Equipment	112.05
29/11/2022	School supplies for Primary Reading Program	Supplies	2200.87
14/11/2022	School supplies for Primary Reading Program	Supplies	4265.74
17/11/2022	School supplies for Primary Reading Program	Supplies	10925.63
10/03/2023	School supplies for Primary Reading Program	Supplies	83.71
06/03/2023	School supplies for Primary Reading Program	Supplies	1582.61

06/03/2023	School supplies for Primary Reading Program	Supplies	2823.09
06/03/2023	School supplies for Primary Reading Program	Supplies	2131.36
14/11/2022	School supplies for Primary Reading Program	Supplies	412.13
01/06/2023	Evaluations and measurable outcomes Primary Reading Program	Monitoring/evaluation	6761.52
31/05/2023	Trainers for Primary Reading Program	Training	42393.21
01/03/2023	Training Expenses for Primary Reading Program	Training	47.59
10/03/2023	Training Expenses for Primary Reading Program	Training	185.46
10/03/2023	Training Expenses for Primary Reading Program	Training	536.41
10/03/2023	Training Expenses for Primary Reading Program	Training	1115.33
22/03/2023	Training Expenses for Primary Reading Program	Training	256.29
16/03/2023	Training Expenses for Primary Reading Program	Training	271.1
10/03/2023	Training Expenses for Primary Reading Program	Training	72.12
23/03/2023	Training Expenses for Primary Reading	Training	246.89

	Program		
14/03/2023	Training Expenses for Primary Reading Program	Training	141.03
13/03/2023	Training Expenses for Primary Reading Program	Training	138.45
17/03/2023	Training Expenses for Primary Reading Program	Training	244.7
10/03/2023	Training Expenses for Primary Reading Program	Training	336.14
16/03/2023	Training Expenses for Primary Reading Program	Training	676.15
21/03/2023	Training Expenses for Primary Reading Program	Training	154.55
05/05/2023	Training Expenses for Primary Reading Program	Training	978.81
19/05/2023	Training Expenses for Primary Reading Program	Training	267.88
26/05/2023	Training Expenses for Primary Reading Program	Training	240.84
26/05/2023	Training Expenses for Primary Reading Program	Training	273.68
30/05/2023	Training Expenses for Primary Reading Program	Training	359.33
29/05/2023	Training Expenses for Primary Reading Program	Training	323.26
31/05/2023	Training Expenses for	Training	341.3

	Primary Reading Program		
29/05/2023	Training Expenses for Primary Reading Program	Training	175.16
31/05/2023	Training Expenses for Primary Reading Program	Training	220.23
30/05/2023	Training Expenses for Primary Reading Program	Training	208.64
27/05/2023	Training Expenses for Primary Reading Program	Training	245.99
26/05/2023	Training Expenses for Primary Reading Program	Training	286.56
23/05/2023	Training Expenses for Primary Reading Program	Training	185.46
22/05/2023	Training Expenses for Primary Reading Program	Training	229.82
28/11/2022	Computer Systems and Software for Computer Center	Equipment	2676.79
01/12/2022	Computer Systems and Software for Computer Center	Equipment	467.51
15/11/2022	Computer Systems and Software for Computer Center	Equipment	2714.14
26/10/2022	Computer Systems and Software for Computer Center	Equipment	3734.16
27/01/2023	Computer Systems and Software for Computer Center	Equipment	29853.71

28/11/2022	Center Installation and Furnishings for Computer Center	Equipment	3058.95
28/11/2022	Center Installation and Furnishings for Computer Center	Equipment	99.77
09/11/2022	Center Installation and Furnishings for Computer Center	Equipment	618.2
07/10/2022	Center Installation and Furnishings for Computer Center	Equipment	445.6
29/11/2022	Center Installation and Furnishings for Computer Center	Equipment	283.34
10/11/2022	Center Installation and Furnishings for Computer Center	Equipment	133.11
09/11/2022	Center Installation and Furnishings for Computer Center	Equipment	2931.92
27/10/2022	Center Installation and Furnishings for Computer Center	Equipment	142.96
07/11/2022	Center Installation and Furnishings for Computer Center	Equipment	3081.12
07/11/2022	Center Installation and Furnishings for Computer Center	Equipment	373.49
30/11/2022	Center Installation and Furnishings for Computer Center	Equipment	81.78
28/11/2022	Center Installation and Furnishings for Computer Center	Equipment	226.67
27/03/2023	Center Installation and Furnishings for Computer Center	Equipment	21.12

31/01/2023	Training expenses for Computer Center	Training	159.06
29/11/2022	Training expenses for Computer Center	Training	198.6
27/01/2023	Training expenses for Computer Center	Training	23.89
02/11/2022	Training expenses for Computer Center	Training	211.98
02/12/2022	Training expenses for Computer Center	Training	123.64
31/01/2023	Training expenses for Computer Center	Training	123.64
28/11/2022	Training expenses for Computer Center	Training	127.61
28/02/2023	Meals and transportation for student field trips in Youth development program	Training	347.74
31/05/2023	Trainers for Youth development program	Training	30511.22
25/01/2023	Projector Equipment Supplemental Education Materials	Equipment	1494.87
23/01/2023	Projector Equipment Supplemental Education Materials	Equipment	604.03
31/12/2023	Program Manager for All Programs	Project management	14866.25
31/12/2023	Textbook Training and Coaching for Textbook Program (5 trainers)	Training	41135.54
31/12/2023	Trainers for Primary Reading Program (6 trainers)	Training	59322.22
31/12/2023	Trainers for Youth Development (9	Equipment	42695.35

	trainers)		
04/08/2023	Textbooks and Supplemental Materials for Textbook Program	Equipment	703
11/08/2023	Textbooks and Supplemental Materials for Textbook Program	Equipment	569.59
31/07/2023	Training Expenses for Textbook Program	Training	66.75
10/06/2023	Training Expenses for Textbook Program	Training	1298.42
20/06/2023	Training Expenses for Textbook Program	Training	28.02
20/07/2023	Training Expenses for Textbook Program	Training	2365.42
21/07/2023	Training Expenses for Textbook Program	Training	327.17
26/07/2023	Training Expenses for Textbook Program	Training	330.87
04/07/2023	Training Expenses for Textbook Program	Training	125.54
12/07/2023	Training Expenses for Textbook Program	Training	30.16
13/07/2023	Training Expenses for Textbook Program	Training	1508.03
29/08/2023	Training Expenses for Textbook Program	Training	12.62
31/08/2023	Training Expenses for Textbook Program	Training	1801.9
05/09/2023	Training Expenses for Textbook Program	Training	388.84
04/09/2023	Training Expenses for Textbook Program	Training	307.57
07/09/2023	Training Expenses for Textbook Program	Training	169.55

02/10/2023	Training Expenses for Textbook Program	Training	92.19
03/10/2023	Training Expenses for Textbook Program	Training	166.09
16/06/2023	Reading Books and Materials for Primary Reading Program	Equipment	200.21
21/06/2023	Reading Books and Materials for Primary Reading Program	Equipment	91.28
13/11/2023	Reading Books and Materials for Primary Reading Program	Equipment	26.52
02/10/2023	School Supplies for Primary Reading Program	Supplies	1168
18/10/2023	School Supplies for Primary Reading Program	Supplies	1212.1
15/08/2023	Evaluations and Measurable Outcomes for Primary Reading Program	Monitoring/evaluation	2896.99
30/11/2023	Evaluations and Measurable Outcomes for Primary Reading Program	Monitoring/evaluation	9656.63
11/08/2023	Training Expenses for Primary Reading Program	Training	211.16
11/08/2023	Training Expenses for Primary Reading Program	Training	256.22
11/08/2023	Training Expenses for Primary Reading Program	Training	314.16
11/08/2023	Training Expenses for Primary Reading Program	Training	314.16

14/08/2023	Training Expenses for Primary Reading Program	Training	247.21
17/08/2023	Training Expenses for Primary Reading Program	Training	275.54
18/08/2023	Training Expenses for Primary Reading Program	Training	278.75
23/08/2023	Training Expenses for Primary Reading Program	Training	173.82
23/08/2023	Training Expenses for Primary Reading Program	Training	320.6
17/08/2023	Training Expenses for Primary Reading Program	Training	251.72
14/08/2023	Training Expenses for Primary Reading Program	Training	350.21
18/08/2023	Training Expenses for Primary Reading Program	Training	273.6
09/08/2023	Training Expenses for Primary Reading Program	Training	1467.81
10/08/2023	Training Expenses for Primary Reading Program	Training	277.07
27/09/2023	Training Expenses for Primary Reading Program	Training	241.54
25/09/2023	Training Expenses for Primary Reading Program	Training	1383.6
07/09/2023	Training Expenses for Primary Reading Program	Training	1045.75

	Program		
11/10/2023	Training Expenses for Primary Reading Program	Training	424.89
06/10/2023	Training Expenses for Primary Reading Program	Training	1345.49
18/10/2023	Training Expenses for Primary Reading Program	Training	162.23
03/11/2023	Training Expenses for Primary Reading Program	Training	1345.49
06/11/2023	Training Expenses for Primary Reading Program	Training	450.64
06/11/2023	Training Expenses for Primary Reading Program	Training	118
06/11/2023	Training Expenses for Primary Reading Program	Training	55.74
29/06/2023	Computer Systems and Software for Computer Center	Equipment	337.79
29/06/2023	Computer Systems and Software for Computer Center	Equipment	153.54
31/08/2023	Center Installation and Furnishings for Computer Center	Equipment	139.24
04/08/2023	Meals and Transportation for Student Field Trips in Youth Development Program	Training	924.72
04/08/2023	Meals and Transportation for Student Field Trips in	Training	180.26

	Youth Development Program		
18/01/2024	School Furnishings and Supplies for Supplemental Educational Materials	Equipment	389.48
23/01/2024	School Furnishings and Supplies for Supplemental Educational Materials	Equipment	776.06
07/10/2024	Evaluations and Measurable Outcomes for Primary Reading Program	Monitoring/evaluation	189.93
18/11/2024	Evaluations and Measurable Outcomes for Primary Reading Program	Monitoring/evaluation	4995.69

Expense summary

Category	Budget (USD)	Expenses (USD)	Variances (USD)
Equipment	208789.00	252839.67	(44050.67)
Monitoring/evaluation	27500.00	24500.76	2999.24
Project management	25485.00	25485.00	0.00
Signage	750.00	0	750.00
Supplies	25300.00	26805.24	(1505.24)
Training	280503.00	238929.67	41573.33
Totals:	568327.00	568560.34	-233.34

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

- GG2124415_Bank_Statements.pdf
- GG2124415_Final_Expense_Report.xlsx
- GG2124415_Receipts_Final.pdf
- Transferencias_Estados_de_cuenta_Banco_G_T_GG2124415.pdf

FINANCIAL MANAGEMENT

Who is in charge of the project's financial management?

La Asunción Rotarians directly oversee project spending, accounting, and record-keeping by the cooperating organization and ensure agreement from Yorba Linda Sunrise 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 GLP partner club RC Windsor-Roseland and then forwarded in a lump sum to RC Yorba Linda Sunrise upon grant approval, as demonstrated by the attached bank statements), RC Yorba Linda Sunrise received the first GG disbursement of \$140,016 from TRF on February 24, 2023. 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 computer purchasing were approved by both clubs following a meeting with Josefina Figueroa of La Asunción on September 14, 2022 and subsequent email discussion, obtaining further approval via email from Maria Emig (by October 12, 2022) for the updated school needs assessments. The second block of proposed expenses for the Textbook and Spark Reading schools was approved by both clubs following a meeting with La Asunción on October 12, 2022. After each approval, CoEd began making the relevant purchases and retaining receipts and inventory information for review by La Asunción and Yorba Linda Sunrise 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 report of project spending as of May 31, 2023, was approved by Pepe Morales Bonilla of La Asunción on June 15, 2023, with subsequent approval from Don Fox of Yorba Linda Sunrise via email. RC Yorba Linda Sunrise disbursed the first grant reimbursement of \$282,000 to CoEd on June 23, 2023. Bank statements for this transaction are attached.

After completion of the interim site visit, RC Yorba Linda Sunrise received the second grant payment of \$284,663.09 from TRF on May 31, 2024. An updated expense report was prepared as of January 31, 2024, noting that there are still funds remaining to spend in the Measurement and Evaluation line. Evaluation company FUDESA agreed to provide a second post-test of Spark Reading Program students. (Because the pre-test for this cohort was delayed due to the pandemic, the first post-test was conducted in October 2023, after only 5 months of intervention. This additional post-test will provide a more complete picture of program results after

two years of intervention.) After all spending and distribution was completed in November 2024, RC Guatemala de la Asunción and RC Yorba Linda Sunrise review all receipts for purchases made by CoEd. RC Yorba Linda Sunrise transferred the final reimbursement of remaining funds to CoEd, in the transfer of \$286,490.38 on December 4, 2024, reflected in the attached bank statements.

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

- INFORGRAFÍAS_MIA_Lectura_postest_2024_RESUMEN__DEPARTAMENTOS_Y_ESCUELAS_122024.t
- Informe_final_MIA_Lectura_Postest_2024_30_11_2024.pdf

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	
Donald Fox	Yorba Linda Sunrise	5320	Authorized	Authorized on 20/08/2025
Gerald Leech	Guatemala de la Asunción	4250	Authorized	Authorized on 20/08/2025

Sponsor authorizations

Name	Club	District	Status	
Anthony Johnson	Yorba Linda Sunrise	5320	Authorized	Authorized on 21/08/2025
Douglas Rosales Juárez	Guatemala de la Asunción	4250	Authorized	Authorized on 20/08/2025